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ABSTRACT

This publication provides information and detailed and specific answers to all parties involved in developing successful advisory committees--educators, business, industry, and labor. The first section of the manual discusses types of advisory committees, their authority, and functions. In the second section, establishment of occupational advisory committees is discussed, including preliminary planning, charters, adoption of bylaws, and appointment of members. The third section covers advisory committee operation--meetings, officers, and reporting results of committee recommendations. The fourth section discusses development of a program of work and functions of advisory committees as program of work activities. The final six sections cover local advisory committees as part of state-level programs, obtaining technical assistance, advisory committees as advocates for strong business and labor partnerships with education, state-level program advisory committees, and responsibilities of both state and national advisory councils. Appendixes include sample advisory committee materials (e.g., bylaws, charter, self evaluation form), and a packet of forms developed to be used in the survey process. In addition, a booklet, intended for wide distribution to new members of committees, offers general information. It describes an occupational advisory committee and types of advisory committees and summarizes functions, operation, responsibilities, membership, and cooperation with other agencies. An organizational chart is provided, and participants' roles are described. Recommendations for obtaining information are made. Finally, a packet of transparency masters accompanies the reference manual. These correspond to topics covered and illustrate the definition of an advisory committee; types, functions, and operation of the committee; meetings; reporting the results of committee recommendations; development of a program of work; functions of a committee as program of work activities; cooperation with other agencies; state advisory committee functions; individuals in the advisory process; a technical assistance matrix; and a sample program of work. (YLB)

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HELPING SHAPE TOMORROW'S WORK FORCE

A Reference Manual for Occupational Advisory Committees

1984

SACCVE OREGON
STATE ADVISORY COUNCIL FOR CAREER AND VOCATIONAL EDUCATION
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PREFACE

What type of manual would be most helpful to local advisory committees? That was the first question to be answered by the project advisory committee charged with revising Oregon's existing manual for advisory committees. Manuals may be in many sizes and formats, and can serve in several different functions.

The project advisory committee chose to develop two documents. One would be a small booklet that could be distributed widely to new members of committees. The booklet, "Helping Shape Tomorrow's Work Force, Occupational Advisory Committees In Vocational Education," was developed for that purpose.

The other document was to be a reference manual to provide more detailed and specific answers. It would provide broad background information, and, therefore, be too costly for wide usage in committees. It would be a "one-stop" reference work for those responsible for committee success. A loose leaf notebook format was selected to make it easy for those people working with advisory committees to make copies of single pages whenever needed for broader distribution. This manual follows that format.

COUNCILS AND COMMITTEES

There are two principle types of advisory committees: advisory councils and program advisory committees. There is only one advisory council in a district or agency, serving as an umbrella group representing the total vocational programs of that district.

The program advisory committee is a group advising a single occupational cluster or program area. An example would be the health occupations cluster program or the welding program. There will be a number of these in a district, except in very small districts where there may be only one. In that case it would serve as the advisory council.

Since the operational procedures and functions of advisory councils and program advisory committees are very similar, in this handbook they are discussed together and the generic term "committees" is used to refer to both. Whenever there is a difference to be identified, the specific term council or program advisory committee is used.

Quite often the terms vocational and occuaptional are used interchangeably. In this manual we use vocational to refer to the broad educational program while occupational is used in referring to more specific training programs.

HIGH SCHOOLS AND COMMUNITY COLLEGES

Advisory committees are equally important in both the high schools and community colleges. They are discussed together in this handbook. Both are required to have an advisory council. The high school program advisory committee usually serves an occupational cluster, while in a community college, the advisory committee serves a single occupational program.

OFFICIAL POLICIES

This handbook is to assist advisory committees, and is not an official policy book. It does, however, represent the most recent policy trends taken by the principal agencies in Oregon, and is a compilation of suggestions developed by extensive cooperative consultations. The newer subjects covered herein, such as evaluation, state-level program advisory committees, and partnerships with business and industry are discussed in a manner descriptive of the recent developments in these areas.

EVOLUTION OF OREGON ADVISORY COMMITTEES

Over the years, Oregon has managed the Career Education and Vocational Education programs jointly. As an example, the state advisory council is titled, the State Advisory Council for Career and Vocational Education. More recently, however, the functions are being separated administratively. Therefore, this handbook speaks only to the vocational education advisory committees.

SUCCESSFUL ADVISORY COMMITTEES ARE A TEAM EFFORT

A major factor in designing this handbook has been a recognition that advisory committees will be successful when each of the following categories of participants are working together to support the functions of the advisory process:

Committee Members

Vocational Instructors
Program Administrators
School Boards of Education and College Trustees
Teacher Educators
State Department Specialists

Representatives of each of these categories have been actively involved in the preparation of this handbook. The desire of all is that each group will find this material useful, and that all can work together in a coordinated and effective manner, to see that local advisory committees are used to improve occupational training for students.

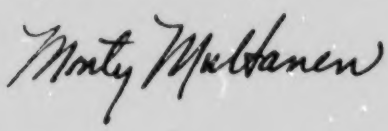
Alden Knapp
Project Director

FOREWORD

Occupational advisory committees help shape tomorrow's work force. Vocational education relies upon these committees for advice, assistance, planning and evaluation as programs are developed to meet student training needs and to satisfy employer demands for skilled workers. Committees communicate with vocational educators about the world of work, and serve to assist students in making their transition from school to work.

Planning occupational training requires close cooperation of education with business, industry, and labor. Business, industry, and labor people are involved daily in the changes taking place in the work place. Therefore, their expertise is critical to maintaining up-to-date vocational programs. This becomes even more important as vocational education faces the challenges brought by the need for economic development in Oregon. Such efforts as collecting needed data, planning and evaluating, designing specialized training for new or expanding industries, providing entrepreneural training, and setting up cooperative arrangements for delivering training services, call for collaboration among educators, business people, and labor, at all levels. The establishment and effective utilization of advisory committees are keys to the development of this collaboration.

Successful advisory committees are possible only through the cooperative effort of many people. While the business, industry, and labor members are the central strength of the advisory process, they can not function effectively unless they have enthusiastic support. Vocational instructors and school administrators must encourage the advisory committees and respond to their advice. State Department of Education specialists provide the leadership needed as they monitor and assist vocational programs over the state. Teacher-educators are important in the process because they provide the pre-service and in-service professional development of instructors and administrators. The purpose of this handbook is to provide helpful information to all these parties involved in developing successful advisory committees.



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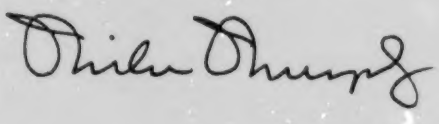

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Education

ACKNOWLEDGMENTS

This manual is a culmination of efforts by many people. It is a revision of the manual, "Advisory Committees in Career Education," published in 1978 by the Oregon Department of Education. Additional material has been drawn from manuals developed by state advisory councils for vocational education in many other states.

In addition, many people have provided suggestions, and worked on the development of the concepts of providing technical assistance to advisory committees which this manual embodies. This manual is a testimony to their commitment to improve the effectiveness of advisory committees in Oregon.

Special thanks is due the advisory committee to this project:

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WHAT ARE ADVISORY COMMITTEES?

What is an Advisory Committee?

An advisory committee is a group of individuals from outside the field of education, who have special knowledge and expertise. They are organized to advise and assist in the planning, development and evaluation of a school system's vocational education programs. The committee communicates with vocational educators about the world of work, and serves to assist students in making their transition from school to work.

WHY HAVE ADVISORY COMMITTEES?

Occupational training programs benefit from the establishment of local advisory committees.

1. Local advisory committees provide the means for a vocational curriculum to remain relevant to business and industry needs. Relevance of instruction is the school's assurance that graduates will be capable of performing entry level skills as needed by employers.
2. Advisory committee members look at training programs in a unique manner. Members are objective, and they are knowledgeable about training needs. They provide an informed viewpoint which is invaluable to the educational process.
3. Advisory committees promote public awareness of the instructional program. Both formally and informally, advisory members communicate the operations of the vocational program to others. The business community, frequently, is not familiar with the vocational programs offered by schools. In addition, students and their parents need current local information to assist in making good decisions about occupational training.
4. The advisory committee creates a partner relationship between the occupational training program and the industry and/or community it serves. In most cases, the school can not provide high quality of instruction, with training experiences on modern equipment, without the involvement and assistance of the community.
5. Advisory committees are very helpful to vocational instructors. Committees provide current industry information, are a resource for improving the technical skills and knowledge of the instructor, and directly assist the program and student activities.
6. Use of advisory committees by the recipients of federal funding for vocational education is required by law. Federal regulations stipulate that local advisory councils be established by recipients to advise the vocational program staff on current job needs, the relevancy of courses offered, and the development of the annual program application. The Oregon Department of Education, Division of Vocational Education requires, as a condition of reimbursement, an operating advisory committee for each vocational program.

TYPES OF ADVISORY COMMITTEES

Local General Advisory Council

General advisory councils provide direction for the entire vocational/technical program of a school system. This general committee assists the institution in developing long-range goals and plans and recommends the over-all vocational program design. Members represent a broad base of occupations present in the community. This is the appropriate committee to use in the approval process of the local application for vocational funding.

Occupational Program Advisory Committee

The occupational program advisory committee serves all programs in an occupational area or cluster in one school or in a district system. If the occupational program advisory committee serves an occupational cluster, the committee should be comprised of representatives of the variety of trades or occupations in the cluster. If the committee serves a specific occupation, membership should be limited to people closely related to that occupation.

Ad Hoc or Specific Task Committees

Frequently, educators need advice from a group of people informed on a specific subject for a short period of time only. The ad hoc committee can be called together to perform this task and then disbanded. It is an excellent way to obtain valuable counsel on a specific problem. Business and community people will commit themselves to a short term, well-defined task when they understand its purpose and know the limits of involvement they are being asked to undertake.

AUTHORITY

All advisory committees have the authority, whether they be the general advisory council or the occupational program committee, to make recommendations and give advice. Advisory committees do not have the authority to set policy. This responsibility rests solely with the local school district board of education (Trustees) and the school administration.

The advisory committee should thoroughly understand this advisory responsibility delegated to them in the "Statement of Purposes" approved by the governing board (See appendices A and B). School personnel must explain to each member the statement of purposes at the time of their appointment. In addition, the full committee needs to periodically discuss this authority to give advice and make recommendations, and to review their actions to see if the committee has been functioning properly.

The authority granted the advisory committee is best explained by examining the functions which the committee is called upon to perform.

FUNCTIONS OF THE GENERAL ADVISORY COUNCIL

The general advisory council helps the over-all vocational program of the school by:

1. Assisting the institution in developing long-range goals and plans, and in studying community needs as they relate to vocational education;
2. Recommending an over-all occupational program design, and suggesting addition, deletion, or revision of programs when needed to meet community needs;
3. Suggesting timeframes and priorities for the implementation of these plans;
4. Conducting and evaluating needs assessment for new occupational training programs in the community;
5. Promoting effective student recruitment and student career development programs;
6. Designing and implementing student placement and follow-up activities;
7. Conducting evaluations of the overall vocational program and recommending procedures for change as a result of this evaluation;
8. Recommending needed changes to produce quality programs;
9. Cooperating and coordinating with other agencies providing occupational training, and with regional planning efforts for meeting the training needs of economic development; and
10. Providing public information and financial and legislative support for the vocational program when needed.

FUNCTIONS OF THE OCCUPATIONAL PROGRAM ADVISORY COMMITTEE

The occupational program advisory committee assists with the following functions as they relate to the specific program area by:

1. Determining needs for occupational training;
2. Advising on curriculum content;
3. Reviewing equipment facilities and resources;
4. Identifying available community resources;
5. Promoting cooperative work experience and the vocational youth organization as components of the program;
6. Encouraging student career guidance and job placement activities;
7. Assisting with student follow-up and employer satisfaction surveys;
8. Participating in program evaluation;
9. Being involved in public relations as an advocate for vocational education programs; and
10. Acting as an agent of change to increase the relevance of the program.

These functions are discussed in more detail in the section on the Committee Program of Work. The functions of the general advisory council and of the occupational program advisory committee are quite similar, yet vary according to the program(s) they serve.

ESTABLISHMENT OF OCCUPATIONAL ADVISORY COMMITTEES

PRELIMINARY PLANNING

Good planning is necessary to form a solid base for a sound, workable advisory committee. The specific steps to be followed in planning may vary from one advisory committee to another. The following outline highlights the key activities that are needed.

1. Discuss the need for an advisory committee, and the opportunities for program improvement that the organization of an advisory committee would provide.

   Regardless of who initiates the discussion, the organization of an advisory committee is a shared responsibility of the vocational instructors and the vocational program administrator. A discussion of how the advisory committee would function should involve school administrators, teachers, and members of the community. Define the need for and the objectives for forming the committee. If advisory committees have been previously attempted and have failed, look for reasons for the lack of success. If any negative feelings concerning advisory committees are found, move more slowly and lay careful groundwork before committee organization is formally proposed.

2. Develop administrator approval of the proposal for establishing an advisory committee, and gain their active support.

   When a favorable attitude on the part of administration has been developed, design a written advisory committee formation proposal. This written proposal should include the following items:

   a. The purpose of the committee (Appendix A or B);
   b. The responsibilities and duties of the committee, and its relationship to the instructional program and to the school organization;
   c. An outline of the procedures to be followed in organizing the committee; and
   d. A draft of the suggested charter and bylaws for the committee (Appendices C and D).

   During this stage, technical assistance may be needed, and is available from a variety of sources:

   a. Other instructors or administrators within the district or nearby districts who are operating successful advisory committees;
   b. The regional coordinator of career and vocational education of the local Educational Service District;
   c. Vocational program specialists of the Oregon Department of Education; and
   d. The State Advisory Council for Career and Vocational Education.

3. Encourage the instructor to display the involvement and commitment necessary to insure the development of a realistic advisory committee proposal.

   Since the instructor is the person primarily responsible for the local committee operations, time spent developing motivation and commitment to the advisory process is important. The same resources listed in step #2 above are available for this activity. The benefits which instructors receive for their program from successful advisory committees are the best selling points for achieving instructor involvement.

4. Take the proposal to the school administration for approval and have them present it to the district governing board for authorization.

The matter of obtaining support for organization of the committee is a very important step in the process. Instructors should consult closely with administrators, because the specific process will vary from district to district, depending on the existing district policy and how authority is delegated by the governing board.

Some schools form a committee of citizens and school officials to plan the organization of the occupational advisory committee. This group — an ad hoc committee — will develop a statement of purposes and a description of procedures to be used in the organizational process. Members of the planning group may later be included in the list from which advisory committee members are chosen.

After an advisory committee has been approved, the board of education should sign a "statement of purposes." This document formally authorizes the organization of the committee. An example of a statement of purposes is provided in Appendix A.

CHARTERS FOR ADVISORY COMMITTEES

Advisory committees should be organized under a charter approved by the local board of education (or the community college board of trustees). This is an essential step. It clearly describes the duties of the committee, and how those duties are to be carried out within the policies determined by the board.

The charter should also provide for a set of bylaws, the specifics of which are determined by the committee itself. These bylaws provide information on how the committee will operate (e.g., meeting dates, times subcommittees, program of work). While the charter for each of the advisory committees within a district might be nearly identical, the bylaws may vary between committees to reflect the different ways they wish to operate.

A sample charter with bylaws should be selected (if one has not been adopted by the board) by the ad hoc committee planning the organization of the advisory committee. This should be presented to the board along with the statement of purposes for their approval. Taking this step will clarify how the committee operates and answers many questions. After adoption and use, items can be changed when and if such a need arises.

Remember, the charter is changed by the board, and bylaws changed by the committee. The procedure for change should be spelled out in each case.

The existence of a written charter and bylaws is one step that significantly improves the effectiveness of the committee. In addition, examples, such as those provided in Appendices A through D, make this step an easy one to take. The statement of purposes, the charter and the bylaws are very useful in orienting new members to their duties and responsibilities.

The charter is the document that authorizes the activities of the advisory committee, and sets the board policy relating to the committee. Items covered include:

- Purpose
- Policy statements
- Duties and responsibility
- Membership
- Procedural rules

While the sample documents in the Appendix are self explanatory, some guidelines may prove helpful when first organizing committees.

1. Membership

Advisory committees represent the views and needs of the public in the design of occupational training. All segments of the involved population (in the case of a general advisory council) or of the occupation (for an occupational advisory committee) must be included in the membership. An occupational program will tend to be too narrow in scope if it designs training around a limited portion of the curriculum. Likewise, graduates of the program are quite likely to gain employment in other communities, and will be limited in their opportunities without broader training. For example, an office occupations program may tend to focus training primarily on secretarial jobs if advisory committee members who employ only persons with secretarial skills are selected. In this case, the businesses and industries with needs for clerk typists, bookkeepers, or word processing clerks may not be served.

One important role a good advisory committee performs is to broaden the perspective of school personnel. Most individuals view training needs from their own experience. Therefore, in order to have a broad perspective, it is necessary that persons with a variety of differing backgrounds serve on the committee to give input and advice.

Most occupational programs prefer that the advisory committee represent both workers and supervisors. People actually performing the skill and those doing the hiring and supervising can work together to give the instructional staff an accurate picture of the employment needs of the community.

Choose members of *general advisory councils* to represent the community as a whole. Representatives of the following groups may be included:

1. Industry;
2. Business;
3. Professions, agriculture and other groups based on community composition;

4. Labor; and
5. Other educational organizations.

For *occupational program advisory committee* members, select people in that occupational area who may be:

1. Employee supervisors;
2. Employees;
3. Industrial training directors;
4. Personnel directors;
5. Representatives of labor, union or nonunion, as applicable; and
6. Entrepreneurs in the trade or craft.

When considering membership for an occupational advisory committee to a cluster program, keep in mind the range of occupations included in the occupational cluster. Draw the membership from the groups as suggested above for occupational advisory committees, but select them so as to represent the key occupations in the cluster. Key occupations would be those in which students are most likely to be employed upon completing the program.

Size of an occupational committee should not be mandated. Too many factors affect the establishment of an optimum size, such as number of employers in the area served, diversity of job offerings within the occupation and the size of the program. The key job specialities for which students are trained should be represented, and both employers and employees selected should represent their employment fields in numbers proportionate to local industry.

Enough members should be selected to give an adequate base for opinions, and few enough that members can comfortably and freely discuss business. Normally, between five and fifteen members produces the most effective committee. Small districts may have a problem identifying enough people for a committee. In these cases, look outside the district for people who supply the services of that occupation in the area or who hire students of the program.

2. Equal Representation

The guidelines for equal representation on local advisory committees are established by law and applies to general, occupational and cluster committees. Membership must include an appropriate representation of both sexes, handicapped individuals, and the racial and ethnic minorities found in the program area, school, community, or region which the local advisory committee serves.

In addition to the legislated factors, two other considerations should be made:

1. All geographic areas of the region supporting the school should be represented; and
2. All levels and sizes of business and industry which are found in the school support area should be represented proportionately.

It is difficult in some situations to achieve the desired representation ratio. It is important to make a "good faith" effort, and then proceed with the best representation ratio that can be obtained. When obvious gaps of representation occur, the committee should make specific efforts to obtain the input from those groups not represented as they carry out the program of work.

3. Terms of Service

A school system using advisory committees must decide the length of time for which appointments are effective. Most schools prefer to set a time limit for committee terms in the charter. This helps to promote a continuous flow of new ideas to help keep committee advice current and relevant. Generally, one-third of the members are replaced each year. Advantages include:

1. Terms are long enough for members to become thoroughly familiar with the committee's purpose and potential;
2. Members in the second and third year of a term remain on the committee and add the benefit of experience, while newly appointed members add fresh ideas and some perspective; and
3. Members are more likely to give their time freely when the length of term is predetermined.

When terms of advisory service are limited and defined, the question of reappointment

arises. Is membership limited to one or two terms? Can former members be reappointed after a time lapse? Establishing policy on these issues avoids potential problems later.

A disadvantage of reappointments is that feelings may be hurt when some members are reappointed and some are not. However, certain members are so valuable to a program that a school might wish to continue their appointment. A policy of reappointment after a lapse (usually one year) may be used to allow for these cases, or a policy that provides a limit to the number of reappointments possible could be developed.

ADOPTION OF BYLAWS

Written bylaws have proved to be an important part of successful advisory committees. While the preparation of bylaws is time-consuming, the thought that goes into devising the operational rules for the committee will avoid many potential pitfalls.

Bylaws inform the members of their duties, responsibilities, and method of operation. It defines the organization of the committee. These written bylaws reassure governing boards and school administrators that the advisory committee has a well-defined role to play in the vocational program.

Bylaws may be prepared as a formal document or, if the district desires, in a more informal manner as a set of informal guidelines. Some people feel that the more relaxed mode of informal guidelines is more conducive to encouraging input from the volunteers on the advisory committee. However informal guidelines still need to be written to avoid misunderstandings as to roles and responsibilities.

The development of a first draft of bylaws or informal guidelines should precede the organization of the committee. These instructions are important in helping a new committee gain a perspective of what it is to do. An example of workable bylaws is included in Appendix D.

Bylaws are certainly subject to modification by the committee. One of the first agenda items once the committee is formed is the ratification of the bylaws as they apply specifically to the committee. As the committee gains experience, there will be a need to revise the bylaws from time to time.

The following items may be included in either bylaws or informal guidelines:

1. Officers and their responsibilities;
2. Guidelines for committee meetings (number, length, meeting time, etc.)
3. Development of a program of work;
4. Provision of minutes, and dissemination;
5. Procedures for use of subcommittees;
6. Loss of membership; and
7. Amendments.

APPOINTMENT OF MEMBERS

Once the board of education has approved both the organization of the advisory council or committee and the authorizing documents (i.e. the statement of purposes and the charter with sample bylaws), the process of appointing members can proceed. This process is defined in the charter.

The ad hoc committee for organization of a new council or committee will recommend the appointments. Once the committee is established, it has been found that having the existing occupational advisory committee recommend its own replacements has led to more effective committees. The experienced committee members have a better sense of the kind of individual who will be most effective, and their advice should be followed. (This is the process outlined in the sample charter, Appendix C.)

The qualifications to consider when selecting membership have been discussed in this section. Once names have been selected, each potential member should be contacted to solicit their agreement to service. The statement of purposes and the charter will be helpful in explaining what the appointment means.

A copy of the functions of the committee can help potential members visualize the work they will be doing. Present or former members of advisory committees are very effective in talking to prospective advisory committee members.

The list of people who have agreed to be considered for appointment is then taken to the board who will officially designate their selection for membership on the committee.

Once the membership has been approved, official notification by letter from the board

chairperson or the chief administrator is in order (see Appendix E). A news release to the media gives public recognition and also helps give new members a sense of importance to the work of the committee.

HOW ADVISORY COMMITTEES OPERATE

PLANNING FOR COMMITTEE MEETINGS

The agenda for each meeting is established well ahead of the meeting time. It may be prepared jointly by the chairperson and instructional program representative or by a subcommittee (usually the executive committee). To set an agenda, planners first review minutes of prior meetings to determine old business, then consult the annual plan of work to decide which items of new business are ready for consideration.

The agenda should be sent to members in adequate time for review before the meeting. Minutes of the last meeting may be included. At times, other material which committee members should study in advance of the meeting (proposed curriculum changes, for example) must also be included.

Below are planning considerations designed to increase meeting effectiveness.

1. Meet at the vocational program's facilities at least once a year.
2. Hold regular meetings in a centralized location with comfortable seating and space for writing.
3. Provide simple refreshments for meetings. If funds are available, occasional meals are a nice addition. Sometimes student organizations provide meals or refreshments for committee meetings.
4. Poll members each time the membership changes to find the most convenient meeting time. Some business people prefer to attend meetings during their working day, while others are unable to do so.
5. If it appears that a meeting may last more than two hours, utilize some method that will shorten the time (save part of the business for the next meeting, hold an interim meeting, or appoint a subcommittee for a lengthy item).
6. Schedule regular meetings. Meeting frequency usually ranges from monthly to quarterly. Quarterly meetings are adequate for many committees. Some committees will meet several times in a short period of time to carry through on an activity, and then not meet for a period of time.

THE FIRST MEETING

The organizational meeting is a unique situation. Planning for this first meeting of the advisory committee requires steps normally not included in subsequent meetings.

Basically, this is a "get acquainted" meeting. Members, instructors, and administrators want to get acquainted with each other, with the program(s) they are advising, and with the role and responsibilities of the advisory committee. Appendix G has an example of what the first meeting and second meeting agendas should include.

If this is a "first" experience for the instructor(s) and/or administrators(s), help from the resource people listed earlier might prove useful. The enthusiasm and skill of experienced people can be valuable in building the momentum that a successful advisory committee needs in order to accomplish its program of work.

CONDUCTING MEETINGS

The work of an advisory committee is most effective when it is conducted informally. Parliamentary procedure can be used when the decision of an advisory committee is to be recorded or transmitted. Otherwise, free, open discussion leading toward consensus of members should be the procedure used at meetings.

Members should come to the advisory committee bringing a variety of opinions and ideas. Unless they feel free to express these ideas, the group will soon feel that they are merely a rubber stamp for the school administrators. Members need to know through the actions of the school staff that their opinions are wanted. Frank, open discussion is necessary. The chairperson has the responsibility of bringing the group toward consensus when opinions differ.

When an advisory committee is newly formed or re-activated, instructional personnel carry the major operational responsibility. Instructional staff orient members on committee functions and duties, and acquaint newly appointed members with the design and operation of the vocational program. A staff member usually presides at the first meeting.

Once the committee is functioning well, the instructional staff may assume a consulting

role. While it is necessary that instructors be present at all meetings to give program reports and answer questions, committee members will preside and make recommendations.

STYLE OF COMMITTEE OPERATION

Advisory committees can best accomplish their functions by operating in a problem-solving procedure that asks questions, and then seeks answers. The following are the types of questions that need to be asked:

1. Where are we now? What is the situation?
2. Where should we be? What should be our goals and objectives for this component of the vocational program?
3. What information do we need to understand this situation? Will this situation change in the future?
4. What can be accomplished, considering the limitations of existing capabilities, school policies, and administrative guidelines?
5. What should we recommend to the teacher, to the administrator, and to the board of education (trustees)?

DYNAMICS OF COMMITTEE INTERPERSONAL RELATIONS

The typical advisory committee progresses through the following stages of personal relationships:

1. **Getting acquainted.** Each member wants to know who the other members are — the details that describe them as an individual. They also want to be known by the others as an individual.
2. **Identifying the values which each member holds.** The strength of the advisory process is based upon the recognition of values (relating to the occupational program) that the involved members hold. This identification of values takes place more quickly and effectively when each member is given an opportunity to freely discuss their opinions.
3. **Testing the expressed values of individuals and negotiating a set of group values.** This stage in the group's development is frequently marked by disagreements and heated discussions as conflicting personal values are expressed. This is a necessary and healthy stage when handled in a manner that respects and protects the individual while contesting the validity of the values relating to the group activity. Leadership of the committee must assist the group in finding a workable set of group objectives and activities, not allowing the group to remain in conflict or retreating to the calm avoidance of significant issues which results in an ineffective advisory committee.
4. **Working together using the group's consensus about values and objectives.** This is the action phase of the mature committee. The force and effectiveness of committee activities depends upon the group consensus concerning the critical problems facing the occupational area. Naturally, the consensus is responsive to change.
5. **Committee renewal.** Every time a new member is brought into the group, steps one through four must be repeated. The successful past performance of a committee does not automatically insure future effectiveness. Maintaining the group consensus and commitment is an on-going critical process.

New instructors or administrators need not be overwhelmed by this aspect of the advisory committee. Knowing that these stages are a natural part of the developing advisory committee will be reassuring. Here, also, the advice and support of an experienced peer or supervisor can be the key to a successful experience. The spirit of a mature, active advisory committee will be rewarding and professionally renewing.

GOOD INFORMATION MAKES FOR GOOD RECOMMENDATIONS

The computer term "garbage in, garbage out" when referring to information put into a computer, applies equally well to information for committees. Members can only develop helpful advice when they have sufficient accurate information with which to work. Below are some keys to managing information.

1. **Instructors and Program Administrators:**
   a. Anticipate information needs and have it available when the need for it arises;

b. Provide related information that the district has which will help committee members understand and solve the problem;
c. Be prepared to suggest ways that committees can obtain the information needed, and work with committees as necessary; and
d. Explain clearly, but follow district guidelines that may limit use of district data.

2. Members:

a. Speak up! Make available to the committee what knowledge and expertise you have;
b. Identify sources of information outside the district that would be helpful; and
c. Discuss and evaluate carefully with other members the available information.

OFFICERS

Officers are commonly selected each year, and begin duties at the first meeting. The *chairperson* presides and keeps the business of the meeting "on track". A chairperson who conducts business fairly and speedily is vital to an effective committee.

Chairperson qualifications:

1. Interest and willingness to work with the school representative on the agenda, meeting notices, minutes, dissemination, etc.;
2. Good discussion leader, allowing and encouraging viewpoints to be presented;
3. Ability to bring the committee discussion to a vote and make majority recommendations with respect for the viewpoints of others;
4. Respect of other members;
5. Served at least one year (if possible) on the committee and knows its purpose and function; and
6. Ability and willingness to make appearances before school authorities and/or in public to explain and justify committee recommendations.

If the advisory committee is in the process of being organized, the election of the chairperson should be postponed to allow the members to get acquainted. To get the feel of the council functions, an acting presiding officer may be asked to serve during the interim period.

Duties of the chairperson:

1. Preside over meetings, opening and closing on time;
2. Keep the discussion concise and relevant to the issue being considered;
3. Make the transitions and discussion summations needed to facilitate the committee coming to a decision;
4. Organize and appoint committee and work assignments within the committee;
5. Develop, with the vocational program representatives and other committee officers, the meeting agendas; and
6. Represent the committee at official functions and meetings.

Vice-chairperson:

While many groups do not formally select a vice-chairperson, this position can add stability to the committee. In addition to presiding in the absence of the chairperson, the vice-chairperson may head the program of work subcommittee and serve as chairperson-elect for the following year.

Secretary:

The vocational instructor or program administrator, who has access to clerical help, is usually designated as secretary. The secretary prepares and mails meeting agendas, announcements, minutes, etc. Preparation of minutes is a difficult responsibility in the informal setting of the advisory committee. The secretary must decide which portions of the discussion are important to decision-making, and record them accurately.

Minutes of meetings should include:

1. Name of committee;
2. Time, date and place of meeting;
3. Names of members in attendance and officer presiding;
4. Names and affiliations of guests attending;
5. Summation of reports and discussion;

6. Committee decisions and recommendations recorded accurately;
7. Date and place of next meeting; and
8. Time meeting adjourned.

Executive Committee

An executive committee is composed of the chairperson, vice-chairperson, and the secretary. It can be very useful in making decisions to facilitate the occupational advisory committee's program of work when questions arise between scheduled committee meetings. These decisions should be limited to minor items, where it is apparent what the will of the full committee will be. Controversial problems should be held for decision by the full group. Since the executive committee can be so helpful in getting activities done in a timely manner, it is important that the secretary be the instructor or program administrator, as advised in the preceding paragraph.

WRITTEN MATERIALS

The instructional staff can provide materials to help advisory committee members function more effectively.

1. **Advisory committee notebook.** Provide a folder or notebook in which members can keep committee materials. Some schools print committee guidelines and responsibilities on the inside of members' folders.
2. **Advisory committee brochures.** The brochure produced in conjunction with this handbook, "Helping Shape Tomorrow's Work Force . . . Occupational Advisory Committees in Vocational Education", presents a brief overview of advisory committee functions and responsibilities.
3. **Members' handbook.** Many schools produce a handbook for their members. Information contained in the handbook is specific to the individual school, and may contain such information as the following:
   a. An organizational chart of the school;
   b. History of vocational/technical education at the school;
   c. An overview of the school's advisory committee(s) and their purpose(s);
   d. Duties and responsibilities of the advisory committee; and
   e. Role and mission of the school.
4. **Copies of the curriculum and course descriptions and, when requested, a syllabus of individual courses.** Members can give meaningful input only when they are thoroughly knowledgeable of instructional content. Give members these items prior to their first meeting and send updates any time curriculum is changed.
5. **Newsletter.** A newsletter is a very effective form of communication between instructional staff and advisory members:
   a. Members are continually informed of the current operations of the program;
   b. Members are advised of the activities of students through newsletters which carry information on graduates, providing important employment contacts; and
   c. Members know the staff appreciates their work, and is willing to spend time keeping them informed.

Choose a newsletter style to fit your situation. A simple, short, monthly letter is excellent. Some instructors prefer to send a more lengthy letter quarterly. Information may include program enrollment, class activities, and information on students nearing graduation.

Many instructional programs also use the newsletter as a recruiting or placement tool, sending it to businesses and industries, as well as committee members.

RECOGNITION OF MEMBERS

Advisory committee members give time and expertise willingly in service to the school. The school, in return, should recognize their service by giving members public recognition. This public recognition will benefit the school. Community leaders who voluntarily associate themselves with a vocational program improve that program's prestige in the community.

Suggestions for recognition include the following:

1. Present a plaque or framed certificate of appreciation at the end of the first year of

service, or at the end of the term of membership;
2. Write media releases announcing appointments;
3. Publish members' names in the school handbook;
4. Prepare a well-designed display board for the entrance to the vocational program listing advisory board members. A permanent plaque with either changeable nameplates or space for additions will permit keeping the plaque current;
5. Hold a recognition night for advisory members; and
6. Recognize specific contributions of the committee in the media or at school awards ceremonies.

MANAGING COMMITTEE ADVICE

When a school forms an advisory committee, action implies that the committee's advice will be used. All recommendations made by the committee must be acknowledged and considered so that the advisory committee will know that the school considers their input valuable.

The committee is not a policymaking body, however, and there are times when the school's administration or program personnel will deem it impossible to implement a specific recommendation. A good committee will be understanding when implementation is impossible and school personnel offer an explanation. Advisory committee members come from the competition in the market place, and understand the hard decisions that must be made in the successful operation of an enterprise. For this reason, it is important that every formal committee recommendation receives a formal response from the governing board or appropriate administrator. A sincere appreciation for the committee work necessary to arrive at the recommendation, and a serious explanation for the rationale of the response should be offered.

REPORTING THE RESULTS OF COMMITTEE RECOMMENDATIONS

When recommendations are sound and feasible, the board should take appropriate action as soon as possible. If approval is not given to the recommendations, the board should explain the rationale of the board's position. All advisory committee members should be notified of the school's action through a letter or memorandum, then discuss the action at the next committee meeting.

The process of following an advisory committee recommendation should generally follow a pattern such as the one suggested below.

1. The recommendation with accompanying information and needed rationale should be made a part of the minutes of the meeting. Minutes with appropriate attachments are sent to all instructional personnel who are advised by the committee, to program administrators, and to the governing board when requested.
2. The school board or administration decide the action to be taken on the committee's recommendation.
3. When the action is decided, all committee members are informed immediately that either:
   a. The suggestion was accepted as recommended;
   b. The suggestion was accepted with modification and explanation; or
   c. The suggestion was declined, with explanation.
4. At the next advisory committee meeting, the action is reported and discussion is held to evaluate what happened as a result of the committee recommendation, and what should be done as a next step.

Occasionally, there will develop a significant disagreement as to what action is in the best interest of the school district, at large, and the vocational program, specifically. The local district decision-making process is clearly defined and must be supported by all parties in a manner that clearly protects the rights of administration, staff, citizens, and students. The advisory process is not designed to be disruptive, but it must be allowed to openly discuss issues that may eventually lead to changes in the educational system.

COMMITTEE PROGRAM OF WORK

DEVELOPING A PROGRAM OF WORK

A program of work helps establish the focus for the operation of the advisory committee so that it will be efficient and effective. This program is a written plan of the activities that the committee decides to undertake.

The program of work should include only as many activities as the committee can reasonably be expected to complete. Two or three projects that produce positive results for students in the occupational program will provide members with the needed sense of having made a meaningful contribution.

Before a committee can plan a program of work effectively, members must be familiar with the instructional program's curriculum, goals, and objectives. With this basis of understanding, the committee then can review the functions that an advisory committee may best perform and identify items that have a high priority for their local situation. By adapting this list of priority activities to the schedule of meetings—considering time and resources available—the program of work can be determined.

Normally, the program of work is prepared annually by a subcommittee. Instructional staff are responsible for suggesting efficient and practical procedures and activities to help the committee. The staff must remain sensitive to the desires of the committee, and demonstrate flexibility. If preparing a program of work annually ceases to be productive, some modification in the planning process should be suggested.

A step by step process for developing and using the program of work is suggested below.

1. **Define major goals.**

   Remember that the purposes of a program of work are to provide the objectives for committee activities, to outline the methods to carry out each activity, to assign responsibilities and to set deadlines.

   a. Limit goals to two or three major ones for the year.

   b. For each goal, set down the answer to:

      - WHO
      - WHAT
      - WHERE
      - WHEN
      - WHY
      - HOW

2. **Define the individuals or groups to be involved.**

   The best way to get individuals or groups committed to a goal so that they will work to accomplish the goal is to involve them in the decision-making process. Be sure that each member participates in discussing and choosing the goals.

   Examine the interests of the individuals in your advisory committee, and relate those interests to the goals and outcomes. These individuals will be more likely to "buy into" the activity if they have an interest in the outcomes.

3. **Choose leaders for each activity of the program of work.**

   The leader of an activity will have to organize, delegate, assess progress and keep work on schedule. Individuals of your advisory committee may be able to do these things well, or the executive committee may need to provide tactful assistance. Bringing additional members of the committee into leadership roles increases the total work that can be accomplished and prepares other individuals to become future officers, providing ongoing leadership.

4. **Assign specific tasks with time goals for completion and description of how each activity will be accomplished.**

   Plans become action only when they get past the talking stage. Be specific. This helps individuals know what is expected—and when—and is important in getting action. Be flexible! Suggestions can lead to improving the plans as action progresses.

5. **Follow-through.**

   The chairperson has the responsibility for follow-up on activity completion and the

results. This includes not only monitoring the action and seeing that the job is accomplished, but also for making it possible that changes in method or direction can be developed. A well-coordinated plan can provide good articulation with other activities, produce desired results, and generate suggestions for the future.

FUNCTIONS OF ADVISORY COMMITTEES AS PROGRAM OF WORK ACTIVITIES

The goals selected for the program of work activities will usually come from the list of functions for the advisory committees. One helpful technique is to take the list of functions, briefly discuss each, and have the committee rank them by priority. The program instructor and administrator should do this step prior to the committee's ranking. The results of these rankings should be discussed, resulting in the identification of a set of goals that will balance the priorities of the educators and the members of the committee.

The following is a discussion of each of these functions, and suggestions for activities that would help to accomplish each one. Functions for the general advisory council and for the program advisory committee are discussed together, for they vary only in the scope of responsibility appointed to each committee. The nature of the specific committee should be kept in mind as each function is considered.

1. Determining Needs for Occupational Training.

As part of the vocational program approval process carried out by the Oregon Department of Education, there must be a needs assessment conducted by the local institution to justify the inclusion of the program in the institution's course offerings. The local general vocational advisory council is asked to verify the conclusions of the needs assessment in the program application. The approval of existing programs will also be reviewed periodically to ensure relevancy of programs. The occupational program advisory committees will be asked to evaluate these needs assessments to ensure that they reflect current conditions.

The general advisory council can meet the requirement for program approval by referring the needs assessment to the appropriate program advisory committee for their review and recommendations. Then the committee report is evaluated by the general advisory council and acted upon. If there is not an existing program committee, an ad hoc subcommittee should be set up, consisting of industry management, supervisory and labor representatives. This subcommittee could then be the nucleus of a new program advisory committee if the program is approved.

2. Advising On Curriculum Content.

Curriculum content advisement is vital to an effective vocational training program. An advisory committee focuses on one primary concern in its review of curriculum content: DO GRADUATES POSSESS THE ENTRY LEVEL SKILLS NEEDED BY EMPLOYERS IN THE AREA SERVED?

Notice that this function is referred to as advising on content, though sometimes suggestions on alternative methods of teaching may be appropriate. Here, as in so many other instances, the committee and the professional staff need to work together to improve the program, each drawing on the expertise of the other, respecting each other's experience and commitment.

A committee might follow the steps listed below in advising on curriculum content of an existing occupational program.

a. Review the goals of the vocational program;
b. Review the performance objectives for each course;
c. Review an area employment needs assessment;
d. Review a task inventory and analysis for the occupation;
e. Review measures of student achievement of performance objectives;
f. Compare curriculum content to the task inventory and analysis, to the performance objectives for each course, and to the measures of student achievement of performance objectives;
g. Compare the needs assessment to program enrollment and attrition;
h. Identify the optimum length of course or training program; and
i. Recommend revisions of the curriculum content based on the analysis of the above steps.

When the technology being taught is rapidly changing, the above process should be

performed frequently. It is a lengthy process, and ample time must be allotted in the program of work. A subcommittee may tackle at least a portion of the steps in order to save group time.

Most of the groundwork for curriculum review can be performed by the instructional staff. The actual conducting of surveys is too time consuming to be a proper function of advisory committees. To illustrate the division of duties between the committee and instructional staff, possible activities for a task inventory follow, showing who has the lead responsibilities for the activity:

a. Instructional personnel compile a comprehensive list of possible tasks performed by workers in the field;
b. The advisory committee edits and verifies each item on the list of tasks performed by workers;
c. Advisory committee and instructional personnel jointly compile a list of workers to whom the survey will be sent;
d. Instructional personnel conduct the survey, asking workers questions to determine the frequency, difficulty and importance of each task on the list. (Surveys may have better responses when committee members personally circulate the survey to respondents);
e. Both groups jointly review collected data and interpret results; and
f. Advisory committee makes recommendation for change when needed.

3. Reviewing Equipment Facilities, and Resources.

Adequate equipment and facilities are critical to an effective occupational training program. Students learn most effectively when operating the equipment they will use after gaining employment. One of the most important functions of an advisory committee is to recommend the equipment and facilities needed to provide students with an optimum learning environment.

Generally, this function falls into the categories listed below.

a. Review and evaluate the available facilities and equipment.
b. Survey businesses and industries to continually identify new procedures, equipment, and materials used. The evaluation will consider results of the task inventory and analysis along with members' professional experience.
c. Identify improvements needed in equipment and facilities, and assist with planning to satisfy those needs.

Additional activities an advisory committee might perform are to:

a. Assist program personnel in locating sources of donated or low cost instructional supplies and equipment;
b. Secure outside funding to assist instructors in attending professional or industrial meetings; and
c. Maintain current industrial publications and visual aids for the school.

4. Identifying Available Community Resources.

The advisory committee itself is a major resource for vocational/technical education, as it provides advice and information to the program. It also identifies other community resources available for school use. A community resource can include any person, place, organization, or item which has instructional value. A committee might:

a. Locate potential work stations for a cooperative work experience program;
b. Locate appropriate local businesses and industries for student educational tours;
c. Identify community representatives as guest speakers for various topics of instruction;
d. Identify any community resource that can be used by the vocational program to improve instruction; and
e. Arrange for in-service teacher training clinics, workshops, or occupational internships.

5. Promoting Cooperative Work Experience and the Vocational Student Organization as Components of the Program.

In addition to the organized instructional core of the vocational program, experience has shown vocational educators that the cooperative work experience component and the vocational student organization component are two very effective mechanisms for improving the quality of vocational program graduates. The program advisory committee can provide

very significant assistance and leadership to both of these program components.

Cooperative work experience for vocational students gives them the on-the-job experience that gives meaning to classroom instruction, and enables students to have the work experience that is so important in obtaining that first job. The advisory committee can assist by:

a. Selling the school and the community on the value of the cooperative work experience program;
b. Assisting in locating Cooperative Work Experience work sites for the vocational program;
c. Advising the instructor on the work plans developed between the school, the employer, and the student; and
d. Giving recognition to employers for providing training experiences to students.

Vocational Student Organizations are effective means to develop leadership, improve attitudes toward work and workmanship, provide motivation to students, and build the enthusiasm among the students that improves self-image and productivity. Activities that the advisory committee may consider to support concerning youth organizations include:

a. Encouraging the school administration and instructional staff to place emphasis on the establishment of strong youth organizations;
b. Assisting the organization with the activities the youth build into their program of work;
c. Serving as resource people in the skills contests;
d. Offering awards and recognition to outstanding achievement by club members; and
e. Soliciting contributions of time and resources where needed to strengthen the organization.

6. Encouraging Student Career Guidance and Job Placement Activities.

Advising on career guidance and job placement begins with a thorough review of the program's activities. The guidance and placement function is an area where creativity and development of approaches suited to the community and region will be most effective.

Committee members should review the school district's career development program and the existing career guidance activities of the school's counseling staff. They should pay particular attention to how those programs impact on the recruitment of students into the program. The committee should look for ways of assisting in the student recruitment and selection process.

Once students have enrolled in the vocational program, committee members may assist through regular informal visits with students, sponsoring or assisting with career days, serving as guest speakers for class on the subject of job opportunities and expectations of employers, and conducting mock interviews.

To assist with student placement, advisory committees might:

a. Obtain prospective employers to interview graduates for jobs;
b. Provide information to local employers on current graduates and the competencies achieved in vocational programs;
c. Help students locate part-time jobs in the occupational field during their training; and
d. Offer prizes and awards for outstanding students.

7. Assisting with Student Follow-up and Employer Satisfaction Surveys.

It is important for the advisory committee to determine if the vocational program is adequately serving the needs of the students and of the labor market the program intends to serve. Follow-up surveys of students after they have left the program, and surveys of employers who have hired program completers are an excellent way to determine this.

Instructors can receive assistance from the Oregon Department of Education in developing surveys and in methods of conducting them. The advisory committee may:

a. Review the survey instruments and implementation plans, and make recommendations;
b. Assist with locating former students and employers;
c. Participate in the evaluation of the survey results; and
d. Prepare program recommendations based upon the results of the feedback.

8. Participating in Program Evaluation.

Program evaluation is a judgmental process of comparing the stated goals and objectives

of a program with the results and outcomes of the program. Two technical problem areas make this process difficult. First, the goals and objectives need to be stated accurately so they reflect the purpose of the program. They also must be written so that it is possible to measure the results or outcomes.

Secondly, the program outcomes must be measured, and compared with prior or incoming measures. This process takes planning, staff time and resources, and dedication to program improvement — all items frequently down played in times of budget cuts.

Today, more emphasis is being given to this evaluation function by federal legislation, and by the accountability efforts of state legislators. Not only are the schools being asked to evaluate their programs, but in the case of vocational education, the educators must involve people from business, industry, labor, and agriculture sectors in the evaluation process. Advisory committees provide this input from the private sector, so are a key part of program evaluation.

In reality, the total function of an advisory committee falls under the umbrella of program review. A group is qualified to give advice only when it has carefully reviewed the occupational training programs. In this sense, the committee's activities of program review are not a separate project, but a part of each of the other activities in the program of work.

In some schools, however, the committee is charged with providing a formal program review. All schools providing approved vocational instruction are required to undertake periodic program evaluation. When the advisory committee begins to review the program, it must know how the committee's review fits into other program evaluation efforts. The district will provide the instruments to use, with instructions for their use. With this information, the committee can proceed with a review of program goals and the development of data collection procedures. This is a lengthy process and, when it is assigned, should probably be directed by a subcommittee. Instructional personnel should perform all groundwork possible to save the time of committee members.

As part of the evaluation process, committees may be asked to:

a. Assist with long range planning and the formation of goals for the vocational program;
b. Identify or validate program objectives;
c. Review evaluation measures;
d. Assist with interpreting evaluation information;
e. Review program budget requests; and
f. Develop recommendations related to, or proceeding from, the evaluation effort.

9. Being Involved in Public Relations as an Advocate for Vocational Education Programs.

Advisory committees are in an excellent position to promote public relations for a vocational program. With members representing a variety of segments of the community relating to the occupational program, they will be aware of special needs for publicity, and can identify effective ways to promote programs. A subcommittee may be appointed to plan and direct the public relations program for the year. Activities the committee might select are:

a. Promoting awareness of the vocational program in the community through news releases, radio and television, special days, programs for civic groups, and an open house;
b. Obtaining contributions to promote vocational programs through advertising; and
c. Sponsoring a vocational student banquet or a recognition banquet for cooperative work experience employers.

10. Acting as an Agent of Change to Increase the Relevance of the Program

Occupational training programs have difficulty keeping up with changes taking place in the work place. In the first place, the classroom is sometimes isolated from the actual working environment, making education frequently uninformed about new trends. Secondly, the educational institution may tend to react as a rigid bureaucracy. Therefore, the advisory committee may need to assist program improvement by acting as an agent for change, as well as providing information about change.

The perspective of an advisory committee, with members from business and industry, allows the committee to often identify more easily than educators those situations where change is needed. Educators probably can explain the reasons why change in the educational program comes so slowly. Together educators and committee members can discuss alternative steps the committee should consider and may arrive at a consensus for a recommendation for

implementing change.

The impetus for the change may then develop within the system or, externally, from the community. Within the system, change takes place as recommendations from the advisory committee are approved by the instructional staff, the administration, or the governing board — whichever is appropriate in the situation — and then implemented. Frequently, committees can be of assistance in achieving speedy consideration, approval and implementation. Effective committees communicate clearly with the "establishment," cooperate on mutual projects, and develop an image as a credible and supportive advocate of occupational programs. Effective committees are action-oriented, and present their recommendations as specific goal-oriented statements with logical steps of implementation. Effective committees thoroughly understand how the educational "system" works and plan how to obtain approval from the person(s) who can "make change happen."

Occasionally, change cannot be achieved while working within the system. Broad community or industry support may be necessary if change is to occur. In this situation, the change process originates in the community and proceeds through the elected representatives on the governing board to the administration, finally reaching the instructional program and students. Very often the advisory committee is a direct communications link between the school and the community. It can convey information concerning programmatic needs to appropriate citizens. The expertise of committee members is very helpful in identifying the economic and political considerations that determine successful advocacy. As in other situations, the committee must operate in an open and responsible manner as it engages in dialogue with citizens or educators. Effective advocacy recognizes the reality of competitive forces, and participates actively in the democratic process.

11. Communicating and Coordinating with Other Agencies Providing Occupational Training.

Public schools are not the only agencies involved in providing occupational training in the community. To name a few, there are economic development groups, regional occupational training planning councils, Job Training Partnership Act private industry councils, and partnerships of business with education.

Private industry does a tremendous amount of training within their production facilities. The apprenticeship programs of the labor unions and the apprenticeship training councils are an established and very effective system to provide occupational training. The private vocational schools are an important part of the total delivery system for training services.

The occupational program advisory committee often sees a need to coordinate efforts with one or more of these groups outside the school system. Advisory committees serve as an available communications arm of the school to reach out to these community groups. Following are some of the ways advisory committees have worked to link groups together to serve student training needs.

a. **Organize a Planning Council or Training Partnership**

The advisory committee sees a need that cooperative action might help solve. They take steps to initiate the organization of a group wishing to cooperate in solving the need.

b. **Communicate and Coordinate**

Possibilities for this include the following:

1. The groups communicate, meeting together to facilitate cooperative planning;
2. Where there is a need to have close working relations over a period of time, the groups may formally exchange memberships so that a close liaison channel is established;
3. Professional staffs of the groups may plan and work closely together; and
4. The school district may formally ask the advisory council to serve as a liaison to outside groups to keep information flowing both ways.

c. **Partnerships to Deliver Training Services**

While advisory committees have no authority to commit the district to partnership arrangements, the committee is an established means of:

1. Identifying when and where a partnership might be effective;
2. Developing details of participation in a partnership; and
3. Preparing specific recommendations to the school district for participation in a partnership.

LOCAL ADVISORY COMMITTEES AS A PART OF STATE-LEVEL PROGRAMS

While local control is a very basic principle determining the governance of local school districts, there are several observable societal trends which affect the freedom of local decision-making. These changing conditions are felt even within the local district by the local occupational advisory committee.

The effects of the reduced budgets imposed on agencies create need on everyone's part to work together to provide or obtain services that, previously, each agency could manage individually. Schools are sharing programs with other schools, districts are working across district lines, and K-12 districts are sharing with community colleges to achieve common goals. Therefore, occupational training programs that previously were planned and implemented by a single district with the advice of a single advisory committee now may involve several such entities. Recommendations and decisions now require negotiations with other groups.

Another developing interdependence is between local actions and state actions. Many state-level goals are made possible only by the cooperation and coordination of local agencies. Local activities frequently are impractical without state-level support. Examples of projects needing local and state coordination include program evaluation, curriculum revisions and determination of industry standards, and the improvement of student access to training. These trends increase opportunities, but limit local freedom because of the increase in complexity and time demands.

Local advisory committees will find that they will be asked to include in their program of work activities that are requested by other agencies. In addition, the local committee will find that to successfully accomplish some of their own projects, they will need help from other committees, districts, or state-level groups. This increasing complexity must be handled by everyone in a manner that increases opportunities for students in a cost and time effective manner.

Examples of these interdependent activities are discussed here to provide a basis for understanding how important a part a local advisory committee may play in the state system of vocational education. The discussion also points out that good judgment and sound practical management of committee activities are essential in this process.

1. Occupational Program Standards.

Advising on curriculum content is one of the most important activities for advisory committee members. The local occupational program must be training students for the job market they will enter. The rate of change in technology is so fast, however, that in many industries local craftsmen can hardly keep abreast of the new innovations. In addition, workers are increasingly mobile, moving to job opportunities as they develop in different communities and regions. Therefore, students may need to be trained to meet job demands not present in the local community.

A state-level occupational program advisory committee may be the best method to keep curriculum content and programs up-to-date. Such a group can bring together experts and industry trend information not available to the local advisory committee. A state-level committee can assess statewide industry standards. A carefully chosen few can sort through the mass of curriculum materials to select a program scope and sequence that will meet and satisfy the needs of changing technology.

The local advisory committee can then take a state curriculum model and adapt it to the conditions of the local program environment, developing recommendations based upon sound information. The work of the state committee makes the curriculum revision process much easier for the local committee.

Good communications between the local occupational program advisory committee and their state-level counterpart will improve the operation of both. It will give the local members a sense of confidence that the overall direction and design of the program is sound.

2. Program Evaluation.

Occupational training program evaluation is another very important function for local advisory committees. It is a complex process that can be best designed by specialists, but needs the involvement of local people to give it the judgment and user evaluation needed for

balance. Evaluation is also a process that produces outcomes needed both locally and at the state-level for good decision-making and wise use of limited resources.

The local advisory committee needs to be provided a process of using evaluation tools that are as effective and as simple as possible. The information items must be limited to a manageable number that will provide the needed data. For its part, the committee must recognize the importance of evaluation, and conduct the evaluation in a meaningful and effective way. The committee needs to be critical of the process and offer recommendations that will help evaluation be useful in program improvement.

Federal and state requirements mandate the formal evaluation on a five-year cycle, with specific steps and forms to use. An important local decision is to plan and implement this required evaluation in a coordinated and practical way according to local objectives. Program administrators need to develop a long-range plan for evaluation that can be discussed with the local advisory committees and become an integral part of the committee program of work.

Instructors and administrators can facilitate the evaluation process by sorting out the more mechanical details so that the committee can more quickly identify the points where their advice can be useful. When evaluation is completed, all members should feel that the process dealt with important factors. If this is not the case, the process should come under critical review.

3. Regional or Consortium Planning.

The need to pool resources in order to expand opportunities and provide better access to programs is another activity that requires coordinated local, regional, and state efforts. The initiation of this cooperative effort may come from either local or state levels.

The local occupational program advisory committee or the local general advisory council may recognize needs for training that the local district is unable to provide by itself. The state, in an effort to expand availability of student training, offers funding incentives for consortium or regional efforts. The regional coordinators of Career and Vocational Education — who are in a position to understand both state needs and local needs — often are the focal point where group cooperation can begin.

While the local advisory committee is organized and chartered to provide specific service to the local program, it also must be alert to opportunities for improving programs through cooperative action. Ideas for these projects and visions of how the project could be accomplished are contributions advisory committees can make. Policy and budget decisions obviously lie with the board and school administration. Such decisions, however, usually follow recommendations from the advisory committee.

It is often difficult to initiate cooperation between districts. Administrators find the advisory committees very useful in exploring opportunities to begin such cooperation. Innovative ideas can be best developed where creative ideas can be discussed without feeling the immediate pressure from program administrative concerns.

It requires very real management skills to bring about cooperative planning without the process taking too much time and effort to be practical. Below are some tips to improve the process.

1. Put ideas down on paper, using diagrams if possible.
2. Try to assign figures to the project as quickly as possible, even if only estimates. (These first two tips help to focus thinking and reduce confusion.)
3. Discuss concepts openly. (Remember that new ideas have the right to "appear foolish.")
4. Move forward quickly, using common sense to make design decisions in small subcommittee sessions (let two or three proponents follow through with detailed planning). Work in an atmosphere of openness and do not feel bound to defend prior statements if new information points to the reasonableness of change. "Pride of authorship" has no place here. Rather, compliment good ideas wherever they originate.
5. Publicize goals and problems. Frequently, solutions come from sources original planners did not know were available.
6. Do not discard projects that cannot be immediately implemented. They may work next year, or be successful in a different setting.
7. Look at suggestions from other areas or program levels with an air of excitement.

Enthusiasm tends to emphasize good points and carry a group through the difficult process of working on details.

8. Constantly evaluate models that other groups are using to see if those program designs could work in your situation.

OBTAINING TECHNICAL ASSISTANCE FOR THE COMMITTEE

WHAT HELP IS NEEDED?

Local advisory committees need technical assistance to be effective. First, efficient use of time is necessary, for members are busy people. Secondly, the members, since they represent different areas of the occupation or vocational program, will have a wide range of expertise and experience. It may be difficult to communicate well and reach consensus quickly. In addition, the process of evaluating so as to develop recommendations is complex. The committee and the people who interact with them will benefit from assistance that enables the total process to proceed smoothly and effectively.

Successful advisory committees are the results of coordinated work by many groups. These broad categories include:

1. Members of the committee who represent business, industry and labor, and those who are employers, employees, or self-employed;
2. Vocational program instructors;
3. School administrators;
4. District policy-makers;
5. Oregon Department of Education specialists; and
6. Teacher-educators who prepare and up-grade teachers and administrators.

Each of these groups serve unique functions in the advisory process. (See Appendix J.) If any one group is not communicating and coordinating with the others, the advisory committee may have trouble being effective. Therefore, a diagnostic process should be used to determine what type of assistance is needed, and which group, if not all, should be provided the assistance.

Generally, technical assistance can be classified two ways. One is the broad introductory phase of describing the purpose of advisory committees, how they function, and an orientation of individuals to the total process. The other is technical assistance focused on a specific problem area. This type is more limited in scope, but provides detailed help to the element identified as needing assistance. This second class of technical assistance may be available from different sources, depending on the kind of help needed.

The process of diagnosing the type of technical assistance needed can start with the instructor, the school administrator, and the committee. The Regional Coordinator for Career and Vocational Education can, also, be helpful here. The committee self-evaluation form (Appendix K) is one tool for helping identify technical assistance needs.

The Regional Coordinator may suggest that committees contact a teacher or administrator from the local district for help. The Coordinator can also identify other agencies who can provide technical assistance. These include:

1. Oregon Department of Education specialists,
2. Teacher-educators and other consultants;
3. The State Advisory Council for Career and Vocational Education; and
4. Other key advocate groups.

AGENCY COORDINATION IN DELIVERING TECHNICAL ASSISTANCE

Several agencies provide technical assistance. Each agency, however, is governed by its own specific mission. Operational procedures must be coordinated so that there is no conflict in the technical assistance provided from the different agencies.

Coordination of effort in providing technical assistance by different agencies includes the concerns listed below.

1. Avoid duplication of effort, making the best use of the resources in time, money, and people that are available. Share expertise or training opportunities between agencies.
2. Be sensitive to the impact of decision-making upon the power base and political balance of the other agencies involved.

3. Improve programs through the articulation between technical assistance providers so that the positive effect is cumulative.
4. Evaluate the results of technical assistance, and of the use of advisory committees. Evaluation is very difficult if done only by one agency. Results of evaluation should then be used to improve future technical assistance.
5. Make certain that something is done to assist local advisory committees. When several agencies are involved in cooperative projects, there is a danger that nothing will happen. One agency has to be given primary responsibility.

Coordination depends upon clear communication of roles and responsibilities when different agencies are involved. To aid in providing this information, a matrix has been developed by representatives of these agencies to show these relationships. While policies are always changing, these roles and responsibilities have been generally accepted by the agencies as fairly representative of their individual role and missions. Following is an explanation of the activities involved in providing technical assistance and the roles of these agencies as shown in the matrix provided in Appendix H.

TECHNICAL ASSISTANCE ACTIVITIES: WHO SHOULD PROVIDE THEM

1. **Mandates, regulations, guidelines.**
   The Oregon Department of Education (ODE), Vocational Education Division (ODE/VE), through the state plan for Vocational Education, initiates and is primarily responsible for Vocational Education regulations and guidelines used in Oregon. The federal Vocational Education Act mandates the cooperation and assistance of all agencies to see that local educational agencies (LEA) utilize advisory committees. Regional Coordinators are in a key position to work with LEAs as they establish the required committees.
2. **Compliance Monitoring.**
   The ODE, Vocational Education Division has the primary role in monitoring to see that LEAs receiving federal Vocational Education dollars utilize advisory committees. The LEAs, in accepting federal dollars, agree to comply with this mandate. The Regional Coordinators are a major resource available to the LEAs for information and notification of requirements and to assist in documenting compliance.
3. **Financial Support.**
   Technical assistance is more apt to be delivered when each of the agencies has made a financial commitment to assist in the successful utilization of advisory committees. Each agency, therefore, is responsible, in varying degrees, for providing financial resources as appropriate.
4. **Pre-service Education of Teachers and Administrators.**
   Oregon State University has been given the leadership role in the preparation of vocational teachers in Oregon. Whenever other colleges or universities have vocational teacher preparatory programs, they also have a shared responsibility to prepare teachers for establishing and utilizing advisory committees in their programs.
   School administrators are trained under different programs. The use of business, industry and community people in advisory roles is becoming increasingly important for education, and should be a part of the training of all school administrators.
5. **In-service Education of Teachers and Administrators.**
   The rapid rate of change occurring in our economic and social communities is placing a critical challenge before teachers and administrators to continually update their teaching and occupational skills. To meet the challenge, all agencies must assume a high degree of commitment to provide these opportunities for teachers and administrators, and to see that this professional renewal does take place.
6. **Technical Assistance on specific needs to groups.**
   Regional Coordinators are in a position to identify the local needs and the appropriate source of technical assistance. Their leadership is critical in the design and cooperative planning needed to provide assistance to groups in an effective and efficient manner.
7. **Technical Assistance to individuals on-site (field services).**
   While the Regional Coordinators are in the local areas providing technical assistance,

other agencies are also in the field contacting vocational people. An attempt must be made to coordinate these contacts so they are consistent in content, and that the agencies cooperate to insure that all requests for technical assistance may be met.

8. **Research and Development.**
   Oregon State University and the ODE/VE research and program development staffs have the expertise to lead in these activities. The State Advisory Council for Career and Vocational Education (SACCVE) and the other colleges and universities also are in a position to share research, promote exemplary programs, and disseminate information to improve advisory committee utilization.

9. **Disseminate Information.**
   The ODE/VE can lead in the design and development of information dissemination models. The actual working of the model, however, strongly depends on every agency being committed to the objective and operation of the model.

10. **Evaluation of the advisory process.**
    The individual advisory committees are primary evaluation agents. The ODE/VE has the primary role in designing and developing a strong evaluation effort. Each of the agencies has an important task in seeing that evaluation feedback is used in advisory committee decision-making and implementation roles.

11. **Developing Technical Assistance Materials.**
    In order that the ODE/VE can accomplish its objectives for the utilization of advisory committees, it must be very involved in the development of materials useful in providing technical assistance. Oregon State University, the SACCVE and LEAs have expertise and resources that should be shared in this effort.

12. **Provide role models.**
    The SACCVE has a federal mandate to give visibility and credibility to the advisory process in vocational and technical education. How they work with other agencies should be a model for local advisory groups, and the SACCVE needs to initiate efforts to create workable advisory procedures where problems exist. All state agencies have an opportunity to demonstrate the advantages of advisory committees for those to whom they are giving technical assistance at the local level. In addition, state-level advisory groups will be in a position to develop occupational program criteria for use by local committees.

ADVISORY COMMITTEES AS ADVOCATES FOR STRONG BUSINESS AND LABOR PARTNERSHIPS WITH EDUCATION

The need for economic diversification and development in Oregon represents a challenge to education, specifically vocational education. It raises the question: Can the educational delivery system provide the specialized job skills for employees that will enable business and industry to survive in a very competitive world market? This challenge comes at a time when very limited resources are available for education. Therefore, schools must turn to business, industry and labor for help in providing the needed occupational training. Partnerships provide a mechanism for this mutual effort.

The types of possible cooperative projects using a partnership are unlimited. The opportunities offered through the partnership approach coupled with the potential of the special alternative vocational program approval process allow many new options for training. Especially important are ideas such as:

1. Training at the job site;
2. Bringing industry people into the school as short-term instructors;
3. Loaning equipment to the vocational program;
4. Conducting short-term, intensive training;
5. Combining and offering classes to in-school and adult students; and
6. Offering classes outside the traditional school time.

The local advisory committee is in a unique position to foster these needed partnerships. In fact, advisory committees are actually informal working partnerships of business and labor representatives and local school systems. Each work cooperatively to improve specific programs. Advisory committee members have, and do, provide invaluable resources to their individual schools.

Now, as more formalized partnership arrangements are needed to meet training needs, the experienced advisory committee can be a catalyst in this process by:

1. Identifying needs that could be met through formalized partnerships;
2. Promoting the opportunities such partnerships present;
3. Advising administrators and business managers on the techniques and processes used to establish partnerships;
4. Monitoring and evaluating partnership activities, making recommendations when appropriate; and
5. Participating as members on advisory boards to such partnerships.

Occupational advisory committees will not be the only initiator of partnership activities. Private companies needing trained workers will bring forward proposals. The Job Training Partnership Act agencies, the community Chamber of Commerce committees, the specialized industry associations, and other educational institutions are also potential promoters.

STATE-LEVEL PROGRAM ADVISORY COMMITTEES

RATIONALE FOR STATE-LEVEL PROGRAM ADVISORY COMMITTEES

The advisory input process can work productively at all levels of occupational training management, including the state-level. Specialists and teacher educators at this level also need advice and input from business, industry, and labor if they are to keep abreast of current labor market advances.

State program advisory committees can be of value to local advisory committees for several reasons. The local occupational program feels the impact of events happening throughout the state and region. Student graduates are very mobile, and many will leave for jobs outside the local community. The cost of quality occupational training forces the local and state agencies to cooperate in order to avoid unnecessary duplication of facilities. The economic development needs of the state may require that local communities help provide training. Most importantly, the needed expertise to advise on programs may not be available locally.

The rate of change of technologies used by business and industry may exceed the local committee's capacity to keep up. Local committees often need help in anticipating state-of-the-art trends and emerging job training needs. The political environment may be intimidating to local committees.

State-level program advisory committees can serve as a voice for industry occupational education needs. They are in a position to advise on program curriculum needs, design core program requirements, and develop criteria for program evaluation that reflect job market needs. They are able to provide leadership in bringing needed changes in local programming.

State specialists and teacher educators, by the very fact of having left the production field to be involved in education, may have isolated themselves from the mainstream of industry. They need a mechanism for quickly and effectively communicating with industry leaders in a manner that facilitates credible dialogue, advice, and guidance.

State-level committees pose a budgetary problem for both teacher education institutions and the Oregon Department of Education. Travel and meeting expenses are often significant if the necessary individuals are to be involved. Scheduling and staffing for activities create an additional workload. Therefore, establishment of these committees depends upon necessary resources being provided, or priorities for budget support being reassessed. Not all program areas, however, have state-level advisory committees in operation.

As with local advisory committees, state-level committees require thoughtful organization and careful maintenance if they are to successfully contribute to improving vocational technical training programs.

STATE ADVISORY COMMITTEE FUNCTIONS

The state-level advisory committee can serve a specific occupation program or an occupational cluster program. The committee is organized by the appropriate program specialist of the Oregon Department of Education, Vocational Education Division.

Functions of a state program advisory committee include:

1. Examine the "big picture" of the industry and the training programs serving it;
2. Validate the adequacy of the curriculum in the programs offered, suggesting modifications as needed;
3. Develop involvement of others providing program area training as part of a coordinating effort to meet needs;
4. Lead in the effort to involve community people in the educational process;
5. Develop the trust level needed for good communication between program specialists and industry;
6. Advocate needed vocational education programs, working to build legislative support and funding;
7. Build partnerships of business, industry and labor with education; and
8. Assist with program evaluation.

A distinction should be noted between working (steering) committees and advisory

committees. A working committee is composed totally of representatives of vocational program personnel who meet with the program specialist to facilitate program implementation. The advisory committee, in comparison, has a majority of members who are not educators, but who represent the industry or business as employers, supervisors, or employees. The working committee does not replace the advisory committee. Both may be needed for effective program operation.

Frequently the make-up of a state occupational program committee is so broad as not to be an effective tool to look at specific curriculum questions. In this situation, an ad hoc committee or industry panel may be organized to focus narrowly on a problem. Here, industry representatives who have specific experience and knowledge are asked to serve for a short period of time to accomplish a specific task which they are uniquely qualified to perform. This ad hoc committee is a very effective way of obtaining short-term advisory input.

ORGANIZATIONAL MODEL PRECEPTS:

The following conceptual framework has developed as the recommended model for Oregon state program advisory committees. The range of training characteristics found in the different cluster areas requires that the model be adapted carefully to each particular program area. The model is useful in identifying general concerns and indicating possible solutions.

1. **Operate one occupational advisory committee for each cluster area (14 committees)**
   a. Use industry panels or ad hoc committees to meet the needs of highly technical subject matter concerns.
   b. Initial establishment may start with a specific program area and then grow to include the broader cluster training areas; or the committee could begin as the broad cluster advisory committee and later appoint ad hoc subcommittees.
2. **Membership shall include representatives from business, industry, and labor, with representatives of education in the minority.**
   a. Identification of proper representation should concentrate on the purpose for which the committee is organized, yet consider the equal representation needs of minorities, women, disadvantaged, and the handicapped.
   b. The membership must provide linkage with:
      1. Trend-setters or trend analysts within the industry;
      2. Communication networks to professional or craft organizations;
      3. Direct contacts to the power base in the industry that makes "things happen;" and
      4. Persons familiar with training needs of individuals in the trade (cluster).
   c. Identify reasons why business and industry should become involved in the committee, and develop incentives for that participation.
3. **Sponsorship of the state program advisory committee should be by both the Oregon Department of Education, Division of Vocational Education and by Oregon State University (and other appropriate teacher education institutions).**
4. **The Committee should develop formal communication linkages of the committee to the following:**
   a. The State Director of Vocational Education;
   b. The Department of Higher Education;
   c. Local secondary occupational advisory committees;
   d. Community college program advisory committees;
   e. The Oregon Alliance for Program Improvement; and
   f. The SACCVE.
5. **Specialists assigned as staff to the state-level advisory committee make special plans for improving the advising process of the committee:**
   a. Encourage committee to talk about the industry, thereby building trust level of participants;
   b. Recognize that it is sometimes hard for lay people to offer advice, so make a special point of soliciting their suggestions;

c. Give group feedback as to the power of their recommendations;
d. Encourage creative thinking about problems and their solutions;
e. Look for opportunities to involve members as advocates of programs or of needs of students; and
f. Have the committee develop goals and objectives, with functions of members and of staff specialists spelled out concisely.

STATE ADVISORY COUNCIL FOR CAREER AND VOCATIONAL EDUCATION

The Oregon State Advisory Council for Career and Vocational Education is composed of twenty-five members appointed by the Governor. They represent business, industry, labor, education, special needs groups, and the general public. The state advisory council has as its charge the following responsibilities:

1. Provide for public meetings at which the public is given an opportunity to express views concerning the career and vocational educational programs of the State;
2. Advise the State Board of Education in the development of five-year and annual program plans and accountability reports as these apply to career and vocational education, and advise the Board on policy matters arising out of the administration of programs under these plans and reports;
3. Evaluate career and vocational education programs, services and activities, and publish and distribute findings and recommendations through an annual evaluation report;
4. Prepare and submit through the State Board of Education to the U.S. Commissioner of Education and the National Advisory Council on Vocational Education an annual evaluation report;
5. Identify, after consultations with Job Training Coordinating Council representatives, the vocational education and employment and training needs of the State, and assess the extent to which vocational education, employment training, vocational rehabilitation, special education and other related programs represent a consistent, integrated and coordinated approach to meeting such needs;
6. Comment, annually, on Job Training Coordinating Council reports;
7. Serve as an advisory body to the Oregon Educational Coordinating Commission in matters relating to career and vocational education in the State;
8. Make available to Oregon's school districts and community colleges, to the extent feasible, such technical assistance as local education agencies may request to establish and operate local advisory councils;
9. Attend to, and be involved with, legislative matters impacting Career Education and Vocational Education at the State and Federal levels; and
10. Be an advocate of Career Education and Vocational Education in Oregon.

Location of the State Advisory Council is:

State Advisory Council for Career
and Vocational Education
715 Summer Street NE
Salem, OR 97310

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NATIONAL ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Members of the National Advisory Council for Vocational Education (NACVE) are appointed by the President of the United States and represent business, labor, education, special needs groups, and the general public. NACVE's responsibilities include:

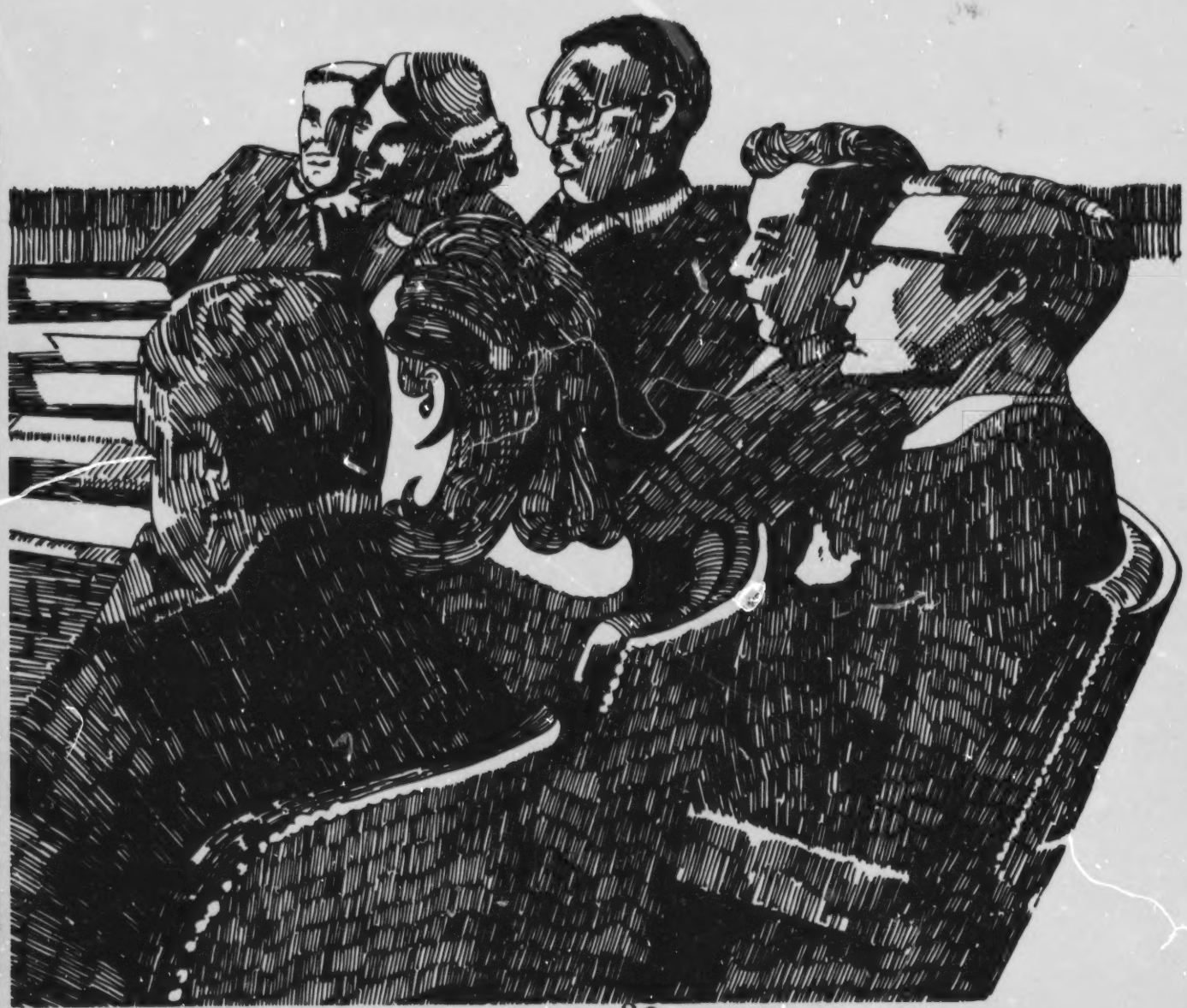
1. Advising the Secretary of Education, the Congress, and the President on the administration and preparation of general regulations for, and the operation of, vocational education programs; and
2. Reviewing the operation of vocational programs, assessing their effectiveness, making recommendations on Council findings, and publishing and distributing the results.

Location of the National Council is:

The National Advisory Council on
Vocational Education
425 13th Street, N.W., Suite 412
Washington, D.C. 20004

APPENDICES

A General Advisory Council Statement of Purposes
B Occupational Program Advisory Committee Statement of Purposes
C Charter for Advisory Council or Committee
D Bylaws for Advisory Council or Committee
E Sample Letter of Appointment to an Advisory Committee
F Sample Letter of Appointment to an Ad Hoc Committee
G Sample Agendas for First and Second Meetings of Committee
H Technical Assistance Matrix
I Sample Calendar of First Year Program of Work
J The Individuals in this Advisory Process
K Advisory Committee Self-evaluation of Effectiveness
L Sample Program of Work



STATEMENT OF PURPOSES

The Board of Education of _____ on this _____ day of _____ 19 _____ authorizes the establishment of c continuing committee to be known as the "General Vocational Advisory Council." The Council is organized and operated under procedures approved by this Board.

The Board of Education reserves the right to dissolve the General Vocational Advisory Council at any time and for any reason.

The General Vocational Advisory Council is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The purpose of the General Vocational Advisory Council is to act as a liaison between the school and the community by providing advice and assistance to the Board.

The General Vocational Advisory Council is expected to contribute to the improvement of the vocational education program provided by the school system by carrying out functions such as:

1. Studying and surveying the vocational education needs of the district;
2. Reviewing, developing, and proposing vocational program procedures;
3. Working with the administrative, instructional, and non-instructional staffs of the school to develop and maintain programs and procedures which implement policies established by the Board of Education;
4. Serving and communicating with the community in order to develop favorable public attitudes toward vocational education;
5. Serving as a "sounding board" for community opinion on items proposed by the Board; and
6. Initiating study and proposals on educational issues pertinent to the vocational program and the community.

By authorizing the establishments of the General Vocational Advisory Council, the Board of Education pledges complete cooperation in the Committee's work. The General Vocational Advisory Council will operate within the guidelines set forth in the Council Charter.

_____
President, Board of Trustees

Date: _____

_____
Superintendent

_____
Vocational Administrator

STATEMENT OF PURPOSES

The Board of Eduation _____ on this _____ day of _____ 19____ authorizes the establishment of a continuing committee to be known as the _____ Occupational Program Advisory Committee. The committee is organized at any time and for any reason.

This Occupational Program Advisory Committee is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The purpose of the Occupational Program Advisory Committee is to act as a liaison between the school and the community by providing advice and assistance to the Board.

The Occupational Program Advisory Committee is expected to contribute to the improvement of the program provided by the school system by carrying out functions such as:

1. Studying and surveying the occupational training needs of the district;
2. Advising the occupational program regarding curriculum content, facilities and equipment needs, and be involved in evaluating the program;
3. Promoting within the occupational program cooperative work experience, student career guidance and placement, vocational student organizations, and student follow-up surveys;
4. Being an advocate of the occupational training program in public information activities; and
5. Working to improve the quality of the occupational program by seeking community resources to support the program, and by encouraging the implementation of needed changes to improve quality.

By authorizing the establishment of the _____ Occupational Program Advisory Committee, the Board of Education pledges complete cooperation in the Committee's work. The Occupational Program Advisory Committee will operate within the guidelines set forth in the Committee Charter.

_____
President, Board of Trustees

_____
Superintendent

Date:

_____

_____
Vocational Administrator

This sample charter may be adopted for use by an occupational program advisory committee by inserting **committee** for the term **council**.

_____
(Date)

CHARTER FOR VOCATIONAL EDUCATION ADVISORY COUNCIL OR COMMITTEE

I. Name

The council will be called the _____ of
name of committee
_____ .
school district

II. Purpose

The council is formed to:

A. Assist the board of education in developing broad educational policies for the school.

B. Work with employees of the school—with the superintendent's approval—in planning and conducting the vocational program.

C. Facilitate cooperation and communication between the school system and the public, organizations, and institutions in the district.

III. Policy and Policy Development

A. Policy is officially enacted by the board of education. None of its authority is given to the advisory council.

B. Suggestions for school policy may come from the advisory council. The council may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of the Council

A. The advisory council may be dissolved by a majority vote of the board of education. The board may reorganize the council if it feels that the council could function more profitably under a different organization.

B. The advisory council will deal only with problems directly related to the vocational program of the school.

C. Specific authorization by the board of education is necessary before the advisory council may promote the adoption of its proposed school policy and plans.

V. Membership

A. The vocational advisory council shall consist of _____ members. Members of the advisory council shall be elected from the adult population normally served by the vocational education program, and ex officio members will include the school superintendent, a representative of the school administration, and a member of the board of education.

B. The members of the advisory council will be recommended to the board of education by an ad hoc selection committee when setting up the Council for the first time. Once established, the council will submit recommendations for membership to the board of education. The board retains the right to disapprove individual nominations, but it will not appoint an individual who is not recommended by the appointment process.

VI. Selection (Nominating Committee)

A. The potential members recommended by the ad hoc selection committee shall possess the following personal characteristics:

1. Interested in quality education;

2. Willingness to *not* exploit their membership on the advisory council; and
3. Integrity, responsibility, maturity of thought and action, and tolerance of varying points of view.

B. The potential advisory council membership shall be representative of the school district. Factors to be considered in selecting members shall include, but not be limited by, representation of the following:

1. Different age groups;
2. Varying levels of educational attainment;
3. Varying civic and community organizational leadership;
4. Different political affiliations;
5. Persons who have participated in the vocational education program, or presently have children in the program;
6. Persons sharing a variety of attitudes toward the schools; and
7. Persons from minority groups, and both sexes.

C. No person is to be recommended or barred from membership because of affiliation with any organization or institution. Neither will a person be recommended or barred from membership solely on the basis of ethnic origin, religious affiliation, or sex.

VII. Term of Membership

A. The original members of the advisory council will serve at least two years. At the end of the first year, the terms of the original members will be determined by lot. One-third of the members will serve for one additional year; one-third will serve for two additional years; and one-third will serve for three additional years.

B. When a vacancy occurs, the newly appointed member will serve during the unexpired term of the member he/she replaces.

C. A member will serve one term, and is ineligible for reappointment until one year has elapsed following the expiration of that term.

D. All members chosen to replace members who have completed regular terms will be appointed for three year terms.

VIII. Consultants

A. A member of the school vocational administrative staff will be appointed to meet regularly with the advisory council. This person will have ex-officio status.

B. A member of the board of education will be appointed to meet regularly with the advisory council. This person will have ex-officio status.

C. Outside consultants will be used as needed. They will be approved by the advisory council, board of education, and administrative staff prior to consultation.

IX. Resources and Services

A. The board of education shall provide for the proper and effective operation of the advisory council, within the limits of the board's resources.

B. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the advisory council.

C. All financial activities associated with the functioning of the advisory council shall be in accordance with the policies of the board of education and the school district.

X. Rules of Operation

A. The council will adopt a set of written bylaws that determine its meeting dates and time, method of selecting its officers and subcommittees, and such other details of operation that will help it carry out its charter.

B. Meeting agendas will be developed by the council officers or council chairperson in conference with the school vocational administrator.

C. The board of education will react to any written recommendation submitted by the advisory council.

D. The advisory council is urged to appoint subcommittees if needed. These committees may include members of the advisory council, other lay citizens, members of the school staff, and students.

E. The advisory council, or any of its subcommittees, may request information or assistance from the superintendent of schools or from any member of the school faculty through the superintendent.

XI. Public Announcements

A. Advisory council members are free to discuss school policies with any citizen of the community. Members shall not report opinions expressed or stands taken by other council members in meetings, nor shall they report official actions of the advisory council or board of education until such actions are cleared by the board of education.

B. The advisory council shall observe all aspects of appropriate right-to-know laws.

XII. Loss of Membership

Any member of the advisory council who is absent without reasonable cause from three consecutive regularly scheduled meetings will be considered to have resigned from the advisory council. The council will declare a vacancy to exist, and will proceed with the appointment process by recommending people to the board for appointment.

XIII. Minutes of Meetings

Each member of the board of education, members of the advisory council, and the vocational administrative and teaching staffs shall be mailed or otherwise provided a copy of the minutes of each regular meeting of the advisory council. They shall also receive an annual report of the activities and accomplishments of the advisory council at the end of each operating year.

XIV. These organizational guidelines may be amended by the board of education at any time. The board of education will inform the advisory council, in writing, of any changes approved by the board. Notification will occur within thirty days of the board action.

Appendix D

This sample bylaws may be adapted for use by an occupational program advisory committee by inserting **committee** for the term **council.**

_____
Date of Adoption

BYLAWS FOR ADVISORY COUNCIL OR COMMITTEE

_____
(Name of Council)

_____
(Name of School District)

I. Officers

The officers will consist of a chairperson, vice-chairperson, and a secretary, and together form the Executive Committee. The chairperson and the vice-chairperson will be elected annually at the first regular meeting of the council, and will serve for a one year term. Officers may be reelected.

A. The chairperson shall be a lay member of the committee. The chairperson shall preside over meetings of the committee and of the executive committee, and carry out other duties normally associated with the chairpersonship of an organization.

B. The vice-chairperson shall be a lay member of the committee. The vice-chairperson shall preside in the absence of the chairperson, shall serve as chairperson of the program of work committee, and fulfill other responsibilities assigned by the chairperson.

C. The secretary will be one of the ex-officio members who is a school administrator or instructor, so that the committee has direct access to the supportive services the district has to offer. The secretary will be designated for a one year term by the vocational administrator of the district.

II. Responsibilities of Members

A. Each member is expected to attend meetings regularly, participate in the advisory council discussions and serve on subcommittees when requested.

B. Each member is expected to carefully study any problems which come before the advisory council before reaching a final decision.

C. Each member is expected to reach a personal decision after considering the views of other citizens and/or organizations.

D. Each member is expected to respect the rights of fellow council members by not reporting or discussing opinions of individual members. The opinions and conclusions of the advisory council as a whole may be discussed within the policies approved by the board.

III. Committee Operation

A. The annual program of work will indicate the regular meetings to be held each year.

B. At least _____ meetings will be held each year.

C. Special meetings may be called, or regular meetings cancelled by action of the Executive Committee.

D. The Executive Committee (and/or chairperson), in consultation with the vocational administration, will be responsible for planning the agenda of individual meetings. Whenever possible the agenda will be mailed out in advance of meetings.

E. Each meeting will begin at the announced time and will continue for no more than two hours.

F. Discussion leading toward consensus of the members will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision of the advisory council is to be recorded or transmitted.

G. A quorum will consist of a majority of the officially appointed members of the advisory council.

H. Meeting minutes will be kept of all meetings, and copies will be distributed to each council member, the school board chairperson, and top-level school administrators.

IV. Subcommittees

A. Subcommittees may be established and discharged by a majority vote of the advisory council members.

B. Subcommittees may be continuous or ad hoc in nature depending upon needs.

C. President of the advisory council can charge a subcommittee to elect its own officers.

D. Purpose of the committee will be specified by the advisory council.

E. Subcommittees may be of any appropriate size. Membership may consist of students, lay citizens, school employees, and members of the advisory council.

F. At council request, a consultant from the school system may be appointed by the school administration to meet regularly with a subcommittee. Special consultants may also help the subcommittee, with advisory council approval.

G. Subcommittees will report regularly to the advisory council.

V. Program of Work

A. The advisory council will plan and operate under an annual program of work. Topics, goals, and activities will be included in the plan.

B. The program for each coming year will be discussed during the _____ _____ (month) meeting each year.

C. The Executive Committee will consider program proposals of members and then formulate a plan to be presented at the _____ (month) meeting for action.

VI. Loss of Membership

Any member of the advisory council who is absent without reasonable cause from three consecutive regularly scheduled meetings will be considered to have resigned from the advisory council.

A. The Executive Committee shall rule as to when a member has been absent three consecutive meetings without reasonable cause, and report to the full committee the fact that the member in question has been considered to have resigned.

B. The committee will notify, by letter, the member in question, as well as the board of education. The committee will, also, forward to the board the committee nominations of people to fill the vacancy.

C. The board of education will fill the vacancy as per the process in the charter for the council.

VII. Use of Consultants

The advisory council may utilize consultants from within and outside the school system to obtain additional knowledge and assistance as needed.

VIII. Amendments

These rules of operation may be amended by a two-thirds vote of the appointed members of the advisory council present at a regularly scheduled meeting listing the rules change as an agenda item. Any rule change must be consistent with the charter establishing the council.

SAMPLE LETTER OF APPOINTMENT TO AN ADVISORY COMMITTEE

October 15, 19__

Miss Germaine Faust
Key Typewriter Company
721 Mercer Street
Fountain, Oregon

Dear Miss Faust:

The Board of Education takes great pleasure in welcoming you as a member of our advisory committee. Your appointment to serve a three year term on the Office Education Advisory Committee was approved at last night's meeting.

Your extensive background and experience in the retailing and servicing of office machines and equipment qualify you as a most valuable member of this advisory team. This will not only be an opportunity to contribute your talent to the industry, but to the community at large, as well.

We look forward to a happy and successful year for the Office Education Program with your guidance and assistance.

Sincerely,

Chairperson
Board of Education

SAMPLE LETTER OF APPOINTMENT TO AN AD HOC COMMITTEE

October 1, 19__

Mr. Thomas More, Manager
More Caterers
1471 Myrtle Drive
Oceanside, Oregon

Dear Mr. More:

Our district is exploring the need for an occupational education program in the field of Food Services and Restaurant Management. We are looking forward to obtaining assistance from your industry in determining these needs. We are, therefore, organizing an ad hoc committee under the direction of _____.

Because of your extensive experience in the food service industry, we would like to invite you to serve on this committee. While the district will profit, materially, from your guidance, you will also be rendering a service to your community and the industry, in general.

We are, tentatively, planning to hold three group meetings during the coming year. This can, of course, be decided later by the committee at the organizational meeting on October 6 at 7:00 p.m. in our Board Room. Please sign and return the enclosed self-addressed card if you can attend.

If you have any questions, please feel free to contact me.

Sincerely,

Chairperson
Board of Education

Enclosure

SAMPLE AGENDAS FOR FIRST AND SECOND MEETINGS OF COMMITTEE

First Meeting Agenda

1. Departmental or division head, coordinator, instructor or vocational administrator serves as temporary chairperson and appoints a temporary secretary.
2. Introduce all persons present.
3. Temporary chairperson explains the concept of an advisory committee and the activities with which it will be concerned.
4. A representative of the board of trustees or school board, superintendent, or college president informs committee of their relationship to the school. Duplicated copies of the Board's statement of purpose, and the charter of the committee should be distributed.
5. The temporary chairperson may distribute a sample set of bylaws of operation, that suggest the following procedures:
   a. Time and length of meetings
   b. Method of notifying members
   c. Method of calling special meetings
   d. Method of developing agenda for meetings
6. The committee sets the date, time, and place of the next meeting.
7. The temporary chairman suggests that the agenda of the next meeting will include the election of officers and adoption of bylaws. The committee approves this agenda.
8. Introduction to the vocational programs involved.
9. The temporary chairperson suggests program areas most urgently in need of immediate study.
10. Tour of facilities.
11. Meeting adjourns.

Second Meeting Agenda

1. Temporary chairperson calls meeting to order.
2. Roll call by temporary secretary.
3. Minutes.
4. Election of permanent officers
5. Adopt a set of bylaws that will determine permanent rules of operation, which should include meeting time, place, and dates.
6. Plan long-range program of work.
7. Set up priority of areas to be considered.
8. Arrange for executive committee meeting before next regular meeting.
9. Explanation of present vocational educational program(s).
10. Adjourn.

TECHNICAL ASSISTANCE MATRIX
Agency/Activities/Level of Responsibilities

Levels of Responsibility
I = Primary/Initiator
II = Shared
III = Cooperate/Assist
IV = Aware/support idealogically
V = No Involvement

Activities	Oregon Dept. of Education	Oregon State University	Regional Coordinators	State Advisory Council for Career and Vocational Ed.	Other Key Advocate Groups	Other Colleges Universities
1. Mandates, regulations, requirements, guidelines	I	III	II	III	IV	III
2. Compliance monitoring	I	III	II	IV	IV	III
3. Financial Support	II	II	I III	III	V	III
4. Pre-service Ed. Teachers Administrators	III	I	III	IV	V	II
5. In-service Ed. Teachers Administrators	II	II	II	II	II	II
6. Technical assistance on specific needs/groups workshops, regional meetings	II	III	I	III	IV	III
7. Technical assistance to individuals/ onsite field services	II	II	I	III	IV	III
8. Research and development	II	I	III	II	IV	II
9. Disseminate information	I	II	II	II	III	II
10. Evaluation of the Advisory Process	I	III	II	II	IV	III
11. Developing Technical Assistance materials	I	II	III	II	III	IV
12. Provide role model	II	II	II	I	IV	II

Agency

SAMPLE CALENDAR OF FIRST YEAR PROGRAM OF WORK

Sept.	Introductions, get acquainted Orientation of members Review of committee operation Introduction to vocational programs Tour of facility
Oct.	Adoption of bylaws Election of officers Identify and discuss goals of vocational programs Appoint program of work subcommittee
Nov.	Report of program of work subcommittee Discussion, adopt program of work (POW) Appoint leaders, committees to implement POW Assign Goal #1 committees/individuals to report to January meeting
Jan.	Findings of Goal #1, manpower training needs and occupational employment opportunities reported Report discussed, findings analyzed, recommendations developed Evaluation committees (Goal #2) assigned.
March	Goal #1 recommendations finalized, and prepared to carry to administration Program evaluation subcommittee report Plans for further evaluation work May meeting
May	Complete program evaluation activity Prepare recommendations Plan summer meeting with board Assign program of work committee duties for next year Complete occupational advisory self evaluation forms
Summer	Hold a joint meeting with board Prepare and submit to board: 1) report of activities, and 2) recommendations and/or suggestions for improvement of vocational program and for council effectiveness

THE INDIVIDUALS IN THE ADVISORY PROCESS

POLICY MAKERS — District Boards of Education, College Trustees

Set policies, authorize use of advisory groups. Receives recommendations from advisory council and acts upon the policy issues (accepts/rejects).

ADMINISTRATORS — Superintendents, Principals, Presidents, and Deans

Presents to board policy issues and recommendations. Carries out policy through administrative action, acts or delegates authority/responsibility for activities involving advisory groups.

PROGRAM MANAGER — Vocational Director, Coordinators, Department Chairpersons

Supervises program operation and advisory council utilization. Facilitates, monitors, coordinates, communicates.

PROGRAM INSTRUCTORS — Teachers, Cluster Coordinators

Organizes and sustains advisory committee. Implements recommendations and policy decisions when appropriately approved.

COMMITTEE MEMBERS AND OFFICERS

Each commits time to attending meetings. Reviews, discusses, evaluates, and assists, as consensus develops on recommendations.

SUPPORT GROUPS — 1) Regional Coordinators of Career and Vocational Education, 2) Teacher Educators, 3) State Dept. Staff, 4) State Advisory Council for Career and Vocational Education, and 5) State level program advisory committees.

Provide technical assistance to and monitor performance of advisory committees.

Advisory Committee
Self-evaluation of effectiveness

Organization

1. Has the local governing board adopted policies to manage the advisory council/committee system? _____ yes _____ no
2. Does the committee have a written set of by-laws? _____ yes _____ no
   Does the committee have officers? _____ yes _____ no
3. How many members make up the committee? _____ 3-9 _____ 8-12 _____ 13 or more
4. What is the average percentage of membership in attendance at committee meetings? _____ 0-40% _____ 41-60% _____ 61-80% _____ 81-100%
5. Does the committee use a written agenda for meetings? _____ yes _____ no
   Is it distributed before the meeting? _____ yes _____ no
6. Are minutes of the meeting kept on file? _____ yes _____ no
   Did your committee make specific recommendations last year? _____ yes _____ no
7. How many times did committee meet last year? _____ 0 _____ 1-2 _____ 3-4 _____ 5 or more
8. Does committee have a mechanism for removing non-participating members? _____ yes _____ no

Last year, your committee:	**Performance Level**			
	Low	**Med.**	**High**	**N/A**
a. Provided guidance and assistance to the instructor(s).	_____	_____	_____	_____
b. Reviewed curriculum, recommended changes.	_____	_____	_____	_____
c. Obtained donation from industry to program.	_____	_____	_____	_____
d. Assisted with field trips/speakers for classes.	_____	_____	_____	_____
e. Assisted with placement of students.	_____	_____	_____	_____
f. Helped community become better informed about program.	_____	_____	_____	_____
g. Other (decribe) _____	_____	_____	_____	_____

Advisory Committee Operation	**Always**	**Some-times**	**Never**
1. Recommendations of committee are developed by a teamwork effort of administration, instructors, and your committee.	_____	_____	_____
2. The administration asks for your input when they make decisions that affect your programs.	_____	_____	_____
3. Your committee recommendations influence decisions made by instructors, administration and governing boards.	_____	_____	_____

4. Committee recommendations and advice are based upon information that you believe is accurate, as complete as possible, and adequate.	____	____	____
5. Committee consensus is developed by committee procedures that are open, that draw upon expertise of each member, and that respect and encourage positive differences of opinion.	____	____	____
6. Program improvement projects that the committee undertakes are actively supported by instructors and the administration.	____	____	____
7. Committee receives recognition and publicity from the district for the committee work done.	____	____	____
8. Committee members have been given an orientation to their duties and responsibilities.	____	____	____
9. Technical assistance is provided to members when needed to perform committee duties in an efficient and effective manner.	____	____	____

Comments:

Appendix L

SAMPLE PROGRAM OF WORK

Goal	Person/Group Responsible	Proposed Activities	Target Date	Accomplishments	Problems and/or Questions	Future Directions
(What)	(Who)	(How, where)	(When)	(Why)		
Review manpower needs and employment opportunities in the community.	Instructor	Contact regional coordinator to get latest OPPS information for region.	Dec. 15	Collection of data showing manpower needs, employment opportunities.		
		Review program application.	X			
	Jack Bossman	Organize a telephone survey of businesses in occupation in area.	X			
	Sam Workman	Contact local office for data they may have.	X	Review will show if data is sufficient for program planning.		
	Betty Teamster	Contact union and training providers in area.	X			
	Mary Chairman	Monitor data collected, arrange to meet instructor, plan January mtg.				

The attached forms are the instrumentation developed to be used in the survey process being implemented to measure utilization and effectiveness of local advisory councils and committees. The process is jointly sponsored by the Vocational Division, Oregon Department of Education and the State Advisory Council for Career and Vocational Education.

The blue form is a self-evaluation form to be filled out once a year by each local advisory committee.

The pink form is an inventory form to be filled out by the administrator in charge of the vocational programs of a community college.

The yellow form is an inventory form of vocational advisory committees serving a high school district, and is to be filled out by the vocational administrator.

SACCVE Form 51/84

ADVISORY COMMITTEE
SELF-EVALUATION OF EFFECTIVENESS

Advisory Committee Name by Program Title: _____

Name: _____ Program Code: _____

School or Community College Name: _____

Name: _____ School Code: _____

_____ _____
Signature of Committee Chairperson Date

_____ _____
Signature of Program Administrator Date

I ORGANIZATION

These questions refer to organizational details that have been shown by research to have significant effect on the effectiveness of committees. Please check the answer that best describes your committee.

1. Has the local governing board adopted policies to manage the advisory council/committee system? ____ yes ____ no

2. Does the committee have a written set of bylaws? ____ yes ____ no
   Does the committee have officers? ____ yes ____ no

3. How many members make up the committee? ____ 3-5 ____ 8-12

4. What is the average percentage of membership in attendance at committee meetings? ____ 0-40% ____ 41-60% ____ 61-80% ____ 81-100%

5. Does the committee use a written agenda for meetings? ____ yes ____ no

6. Are minutes of the meeting kept on file? ____ yes ____ no
   Did your committee make specific recommendations last year? ____ yes ____ no

7. How many times did committee meet last year? ____ 0 ____ 1-2 ____ 3-4
   ____ 5 or more

8. Does committee have a mechanism for removing non-participating members?
   ____ yes ____ no

ADVISORY COMMITTEE OPERATION

Answer these questions as a committee so as to identify what the total committee feels are the strengths and weaknesses in the way the committee functions. Please check the response blank that best describes the committee operation.

	Always	Sometimes	Never
1. Recommendations of committee are developed by a teamwork effort of administration, instructors, and your committee.	____	____	____
2. The administration asks for your input when they make decisions that affect the vocational program.	____	____	____
3. Your committee recommendations influence decisions made by instructors, administration and governing boards.	____	____	____
4. Committee recommendations and advice are based upon information that you believe is accurate, as complete as possible, and adequate.	____	____	____
5. Committee consensus is developed by committee procedures that are open, that draw upon expertise of each members, and that respect and encourage positive difference of opinion.	____	____	____
6. Program improvement projects that the committee undertakes are actively supported by instructors and the administration.	____	____	____
7. Committee receives recognition and publicity from the district for the committee work done.	____	____	____
8. Committee members have been given an orientation to their duties and responsibilities.	____	____	____
9. Technical assistance is provided to members when needed to perform committee duties in an efficient and effective manner.	____	____	____

10. The committee rates the total effectiveness of the committee as _____. (Use a scale from 1-10, one being no effect and 10 being very effective.)

III ASSISTANCE YOUR COMMITTEE PROVIDED THE VOCATIONAL PROGRAM LAST YEAR

Indicate in what activities your committee spent its time this year by giving each of the nine categories listed below a percentage figure to show time spent on the category. The nine categories should add up to 100%.

In response to the specific question asked concerning each category, report the actual amount of contribution to the program obtained by the effort of your committee whenever possible. These figures will be very helpful in demonstrating the importance of the committee to the educational program.

% of time spent by the committee on each activity

1. Provided guidance and assistance to the instructor(s). _____ %
   a. Hours spent by committee/subcommittee conferring. ____ hours

2. Reviewed curriculum, recommended changes. _____ %
   a. Hours spent by committee/subcommittee. ____ hours.

3. Obtained donation from industry to program. _____ %
   a. Dollar amount of equipment donated. $ _____
   b. Rental dollar value of equipment leased or loaned, used in school or on industry site. $ _____
   c. Value of time of people donated to program. $ _____.

4. Assisted with field trips/speakers for classes. _____ %
   1. Field trips arranged for programs:
      a. Number of trips; _____
      b. Average number of students; _____
      c. Average length of trip. _____
   2. Speakers arranged for classes:
      a. Number; _____
      b. Average length of time. _____

5. Assisted with placement of students. _____ %
   a. Number of cooperative work experience training sites located. _____
   b. Number of job-placement leads resulting in placement of students on job. _____

6. Helped community become better informed about program. _____ %
   a. Number of specific projects advisory committee assisted.

7. Supported the vocational student organization related to the program. _____ %
   a. Time of volunteers, i.e. judging skills contests, providing transportation, chaperons. hours
   b. Value of donations to organization in prizes, other support. $

8. Worked to develop partnerships of business, industry, and labor with education. _____ %
   a. Number of partnerships operating or in stages of being organized.

9. Other types of activities. (Please describe.) _____ %

SACCVE FORM 21/84

COMMUNITY COLLEGE
VOCATIONAL ADVISORY COMMITTEE INVENTORY

1. _____ 2. _____
Name of Community College College Code

3. Name of administrator responsible for Vocational-Technical Programs:

Name: _____

Signature: _____ Date: _____

Title: _____

4. Does district have a functioning general advisory council serving total vocational-technical programming of district? ____ yes ____ no

5. Are copies of the minutes of meetings of advisory council and advisory committees on file? ____ yes ____ no

6. The administrator rates the total effectiveness of the committee as _____. (Use a scale from 1-10, one being no effect and 10 being very effective.)

7. Has your community college entered into any partnership arrangements with business, industry, or other schools to provide occupational training? ____ yes ____ no

If yes, list and briefly describe partnerships.

8. Does your community college have any vocational programs in which high school students are attending under an agreement in which their local school district pays any part of the cost? (Tuition or direct cost of class?) ____ yes ____ no

If yes, list programs by CIP number.

9. Listing of advisory committees by title of program. Attach as many copies of SACCVE form 22/84 as necessary to list all your advisory committees.

SACCVE Form 22/84

COMMUNITY COLLEGE
VOCATIONAL ADVISORY COMMITTEE INVENTORY

Name of College: _____

List of Advisory Committees by title of program:

Title of Program	CIP Code	Chairperson Name Address

SACCVE Form 11/84

HIGH SCHOOL
VOCATIONAL ADVISORY COMMITTEE INVENTORY

1. Name of School District and No. _____

   Address: _____
   Street City County Zip

2. School Code: _____
   (See attached code sheet)

3. School Administrator responsible for Vocational-Technical program:

   Name: _____

   Signature: _____

   Title: _____

4. Does district have a functional general advisory council? ____ yes ____ no

5. Are copies of the minutes of meetings of advisory council and committees on file? ____ yes ____ no

6. The administration rates the total effectiveness of the committee as ____. (Use scale from 1-10, one being no effect and 10 being very effective.)

7. Has your district entered into any partnership arrangements with business, industry, or other schools to provide occupational training? ____ yes ____ no

   If yes, list and briefly describe partnerships.

8. Does your district pay tuition or other costs so that your students may enroll in a vocational program of another district or educational agency? ____ yes ____ no

   If yes, list programs.

9. List advisory committees by cluster title of program, using SACCVE form 12/84. Attach additional copies of form if necessary. School participated in a self-assessment of vocational programs as designed by the State Department of Education during this past year. ____ yes ____ no

SACCVE Form 12/84

HIGH SCHOOL
VOCATIONAL ADVISORY COMMITTEE INVENTORY

School Name: _____

Occupational Cluster Title	High School Cluster Code	Chairperson Name Address

OR831201

HELPING SHAPE TOMORROW'S WORK FORCE

OCCUPATIONAL ADVISORY COMMITTEES IN VOCATIONAL EDUCATION

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HELPING SHAPE TOMORROW'S WORK FORCE

Shaping tomorrow's work force is a task of importance to everyone. Why? Because a key to Oregon's prosperity is a productive work force whose products compete aggressively in the market place.

What will we need from tomorrow's work force? What skills or training should they have?

Is the present vocational education system producing the types of skilled workers we will need, and at a cost we can afford? If not, how *can* we train Oregonians to meet the new work force requirements?

You can help us answer these questions! Become part of an **OCCUPATIONAL ADVISORY COMMITTEE!** Join with other business and labor leaders to pool your experience and know-how in helping Oregon educators

SHAPE TOMORROW'S WORK FORCE!

WHAT IS AN OCCUPATIONAL ADVISORY COMMITTEE?

An advisory committee* is a group of individuals from outside the field of education, who have special knowledge and expertise. They have been selected to advise and assist in the planning, development and evaluation of a school system's vocational education program(s). They communicate with vocational educators about the world of work, and serve to assist students in making their transition from school to work.

Advisory committees are needed to help keep occupational training programs up-to-date with the skills and competency levels that are needed in the work place. The present Vocational Education Act (Public Law 94-482) requires that recipients of federal vocational education funding have a general vocational advisory committee. The Oregon Department of Education, Division of Vocational Education mandates an operating advisory committee for each occupational program.

*"Committee" is the term used in this booklet to reference to all types of advisory groups, including advisory councils.

TYPES OF ADVISORY COMMITTEES

LOCAL ADVISORY COUNCIL — advises the district concerning all of the vocational programs in the school system. It is an umbrella group that coordinates all the occupational program advisory committees.

OCCUPATIONAL PROGRAM ADVISORY COMMITTEE — serves all programs in an occupational area or cluster in one school or in a district system. If the committee serves an occupational cluster, it should be comprised of representatives of the variety of trades or occupations in the cluster. If the committee serves a specific occupation, membership should be limited to people closely related to that occupation.

AD HOC COMMITTEE — organized to give advice, to assist in initiating programs, or to perform a specific function, and then disbanded when the objective has been completed.

ALL ADVISORY COMMITTEES ARE CHARGED WITH THE RESPONSIBILITIES OF MAKING RECOMMENDATIONS AND GIVING ADVICE.

FUNCTIONS OF THE ADVISORY COMMITTEE

The Advisory Committee helps improve the vocational program(s) of the district as it:

- Assists in developing long-range goals and plans.
- Recommends an overall occupational program design
- Suggest priorities and time goals for implementation of these plans.
- Evaluates needs for new occupational training programs, and must concur with applications for program approval.
- Recommends concerning equipment, facilities, and other resource needs, and assists in obtaining them.
- Promotes student recruitment, student career development programs, and vocational student organizations.
- Assists with student placement and follow-up activities.
- Evaluates the vocational program(s).
- Recommends changes needed and procedures for implementing them.
- Cooperates and coordinates with other agencies providing occupational training, and with regional planning efforts for meeting training needs of economic development.
- Becomes involved in public information efforts as an advocate of occupational programs.

HOW ADVISORY COMMITTEES OPERATE

Advisory Committees have worked best by taking a problem-solving approach that asks questions, and then seeks answers. The following are examples of questions that need to be asked:

- Where is the program now? What is the situation?
- Where should the program be? What should be the goals and objectives for this component of the vocational program?
- What information do we need to understand this situation? Will this situation change in the future?
- What can be accomplished, considering the limitations of existing capabilities, school policies, and administrative guidelines?
- What should we recommend to the teacher, to the administrator, and to the board of education (or college)?
- What should the committee do after receiving the school board's response to the committee's recommendations?

RESPONSIBILITIES AND MEMBERSHIP

RESPONSIBILITIES OF ADVISORY COMMITTEES

All advisory committees, whether they be general councils, program committees, or ad hoc committees, are charged with the responsibility of making recommendations and giving advice.

Advisory committees *do not* have the authority to set policy, or to make administrative or instructional decisions. They should, however, serve as advocates for relevant, high quality training for students who want, need and can profit from vocational education.

MEMBERSHIP

Advisory committees represent the views and needs of the public in the design of occupational training. Therefore all segments of the involved citizenry (in the case of a general advisory council) or of the occupation (for an occupational advisory committe) must be included in the membership. Representatives should include members from:

- business and industry
- employers and employees
- representatives of labor associations, apprenticeship training councils, and entrepreneurs in trade or craft
- program graduates
- education

Membership should provide an appropriate representation of both sexes, handicapped individuals and racial and ethnic minorities found in the region served by the program (s). Geographic areas and the range in size of businesses should be considered.

ADVISORY COMMITTEES AND OTHER AGENCIES

ADVISORY COMMITTEES

- JTPA Private Industry Councils
- Business and Education Partnerships
- Regional Occupational Training Planning Groups
- Economic Development Groups

Often the advisory committee needs to coordinate efforts with individuals or groups outside the school system. Advisory committees serve as an available communication arm of the school to reach out to these community groups. Following are some ways advisory committees have worked to link groups together to serve student training needs.

1. Organize a Planning Council or training Partnership

The advisory committee sees a need that cooperative action might help solve. They take steps to initiate the organization of a group wishing to cooperate in meeting the need.

2. Communicate and Coordinate

— The groups communicate, even meet together to facilitate cooperative planning.

— Where there is a need to have close working relations over a period of time, the groups may formally exchange memberships, so that a close liaison channel is established.

— Professional staff of the groups may plan and work closely together.

— The school district may formally ask the advisory committee to serve as a liaison to outside groups, to keep information about activities and concerns flowing both ways.

3. Partnership to Deliver Training Services

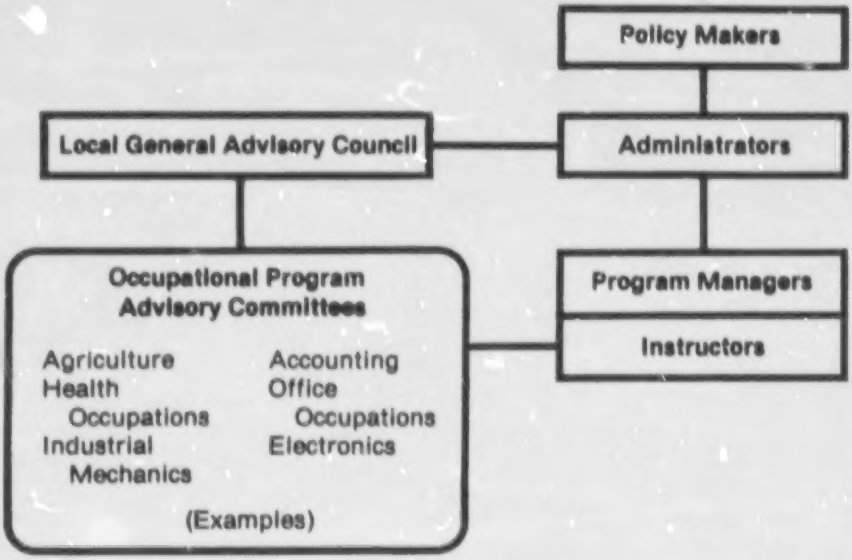
While advisory committees have no authority to commit the district to partnership arrangements, the committee is an established means of:

— identifying when and where a partnership might be effective

— developing details of participation in a partnership

— preparing specific recommendations to a school district for district participation in a partnership.

DISTRICT ADVISORY COMMITTEE ORGANIZATIONAL CHART



SUPPORT GROUPS PROVIDING TECHNICAL ASSISTANCE

1) Regional Coordinators of Career and Vocational Education
2) Teacher Educators
3) Oregon Department of Education Staff
4) State Advisory Council and state level program advisory committees

HOW A DISTRICT USES THE ADVISORY COMMITTEE SYSTEM

The roles of participants are described below:

POLICYMAKERS —
District Boards of Education, Trustees

Set policies, authorize use of advisory groups.
Receive recommendations from advisory committees, act upon them (accept/reject); and communicate back to committee.

ADMINISTRATORS —
Superintendents and Principals, Presidents and Deans

Present advisory committee recommendations to board.
Carry out board policy through administrative action.
Act or delegate responsibility for activities involving advisory groups.

PROGRAM MANAGER —
Vocational Director, Coordinator, Department Chairperson

Supervises advisory committee utilization. Facilitates, monitors, coordinates, communicates.

PROGRAM INSTRUCTOR —
Teacher, Cluster Coordinator

Organizes and sustains advisory committee. Implements advisory committee recommendations when appropriately approved.
Uses committee advice and assistance to improve programs.

COMMITTEE MEMBERS AND OFFICERS

Demonstrate interest by active involvement in committee meetings.
Review, discuss, evaluate, assist.
Work together as group develops consensus.

SUPPORT GROUPS —

1) Regional Coordinators of Career and Vocational Education
2) Teacher Educators
3) Oregon Department of Education Staff
4) State Advisory Council and state level program advisory committees

Provide technical assistance to advisory committees.

GOOD INFORMATION MAKES FOR GOOD RECOMMENDATIONS

The term "garbage in/ garbage out" when referring to information put into a computer, applies equally well to the information provided advisory committees. Members can only develop helpful advice when they have sufficient and accurate information with which to work. Here are some keys to obtaining good information:

Instructors and Program Administrators:

- Anticipate the need for information and have it available.
- Provide related district information which will help people understand and solve a problem.
- Be prepared to suggest ways that committees can obtain information needed, and work with committees as necessary.
- Explain clearly, but follow district guidelines that may limit use of district data.

Members:

- Speak up! Make your knowledge and expertise available to the committee.
- Identify sources of information from inside and outside the district that would be helpful.
- Discuss and evaluate carefully with other members the information available.
- Refuse to make snap judgments. Be satisfied that you have the best information available for your recommendations.

Ask for help when it is needed:

- From your district's regional coordinator of Career and Vocational Education. This person has access to:
  - — state program specialists
  - — training workshops in which you might be interested,
  - — expert teachers and advisory committees in your area
- Attend training workshops covering topics when you want help.
- Use the reference manual, for occupational advisory committees, "HELPING SHAPE TOMORROW'S WORK FORCE".

— Your district administrator or your regional coordinator will have a copy.

— Information sheets may be copied for use as committee worksheets.

BEST COPY AVAILABLE

THANK YOU

Thank you — all of you advisory committee members, and all of you school people who use advisory committees. Vocational education relies upon you to make certain that the work force being trained will be the work force of the future that Oregon needs.

Thank you — all who worked to give this booklet and the companion reference manual its form and content. All the suggestions put forth here have been shaped by your experience and commitment to better vocational training.

The State Advisory Council for Career and Vocational Education (SACCVE) also commends the Oregon Department of Education, Division of Vocational Education, for placing a high priority on providing technical assistance to local advisory committees. A grant from the Department made it possible for the SACCVE to make this booklet, and its supplementary companion handbook, "Helping Shape Tomorrow's Work Force — a Reference Manual for Occupational Advisory Committees," available to you.

The major satisfaction you receive, however, will be in the progressive realization that you have made a very important contribution to the development of the work force which will help bring about the prosperity we all desire.

Thank you again for doing your part in preparing Oregon's work force for the future.

If the State Advisory Council for Career and Vocational Education can be of assistance to you or your advisory committee, please contact us, at the address below. We also would like to receive your suggestions, and hear of your committee's successes.

State Advisory Council for
Career and Vocational Education
715 Summer Street NE
Salem, Oregon 97310
(503) 378-5932

Dr. Alden H. Knapp, Project Director
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HELPING SHAPE TOMORROW'S WORK FORCE

A Reference Manual for Occupational Advisory Committees 1984

PACKET OF MASTERS FOR TRANSPARENCIES

STATE ADVISORY COUNCIL FOR
CAREER AND VOCATIONAL EDUCATION

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WHAT IS AN ADVISORY COMMITTEE?

An advisory committee is a group of individuals from outside the field of education, who have special knowledge and expertise.

They are organized to advise and assist in the planning, development and evaluation of a school system's vocational education programs.

The committee communicates with vocational educators about the world of work, and serves to assist students in making their transition from school to work.

TYPES OF ADVISORY COMMITTEES

Local General Advisory Council

provide direction for the entire vocational/technical program of a school system.

Occupational Program Advisory Committee

serves all programs in an occupational area or cluster

Ad Hoc or Specific Task Committees

called together to perform this task and then disbanded.

FUNCTIONS OF THE GENERAL ADVISORY COUNCIL

The general advisory council helps the over-all vocational program of the school by:

1. Assisting the institution in developing long-range goals and plans, and in studying community needs as they relate to vocational education;
2. Recommending an over-all occupational program design, and suggesting addition, deletion, or revision of programs when needed to meet community needs;
3. Suggesting timeframes and priorities for the implementation of these plans;
4. Conducting and evaluating needs assessment for new occupational training programs in the community.
5. Promoting effective student recruitment and student career development programs;

6. Designing and implementing student placement and follow-up activities;

7. Conducting evaluations of the overall vocational program and recommending procedures for change as a result of this evaluation;

8. Recommending needed changes to produce quality programs;

9. Cooperating and coordinating with other agencies providing occupational training, and with regional planning efforts for meeting the training needs of economic development; and

10. Providing public information and financial and legislative support for the vocational program when needed.

)NT.

FUNCTIONS OF THE OCCUPATIONAL PROGRAM ADVISORY COMMITTEE

The occupational program advisory committee assists with the following functions as they relate to the specific program area by:

1. Determining needs for occupational training;
2. Advising on curriculum content;
3. Reviewing equipment facilities and resources;
4. Identifying available community resources;
5. Promoting cooperative work experience and the vocational youth organization as components of the program;
6. Encouraging student career guidance and job placement activities;
7. Assisting with student follow-up and employer satisfaction surveys;
8. Participating in program evaluation;
9. Being involved in public relations as an advocate for vocational education programs; and
10. Acting as an agent of change to increase the relevance of the program.

These functions are discussed in more detail in the section on the Committee Program of Work. The functions of the general advisory council and of the occupational program advisory committee are quite similar, yet vary according to the program(s) they serve.

PRELIMINARY PLANNING

1. Discuss the need for an advisory committee, and the opportunities for program improvement that the organization of an advisory committee would provide.
2. Develop administrator approval of the proposal for establishing an advisory committee, and gain their active support.
3. Encourage the instructor to display the involvement and commitment necessary to insure the development of a realistic advisory committee proposal.
4. Take the proposal to the school administration for approval and have them present it to the district governing board for authorization.

CHARTERS
FOR ADVISORY COMMITTEES

The charter is the document that authorizes the activities of the advisory committee, and sets the board policy relating to the committee.

Items covered include:

- Purpose
- Policy Statements
- Duties and Responsibilities
- Membership
- Procedural Rules

MEMBERSHIP

Choose members of **general advisory councils** to represent the community as a whole. Representatives of the following groups may be included:

1. Industry;
2. Business;
3. Professions, agriculture and other groups based on community composition;
4. Labor; and
5. Other educational organizations.

For **occupational program advisory committee** members, select people in that occupational area who may be:

1. Employee supervisors;
2. Employees;
3. Industrial training directors;
4. Personnel directors;
5. Representatives of labor, union or nonunion, as applicable; and
6. Entrepreneurs in the trade or craft.

BYLAWS

The following items may be included:

1. Officers and their responsibilities:
2. Guidelines for committee meetings (number, length, meeting time, etc.)
3. Development of a program of work;
4. Provision of minutes, and dissemination;
5. Procedures for use of subcommittees;
6. Loss of membership; and
7. Amendments.

STYLE OF COMMITTEE OPERATION

Advisory committees can best accomplish their functions by operating in a problem-solving procedure that asks questions, and then seeks answers. The following are the types of questions that need to be asked:

1. Where are we now? What is the situation?
2. Where should we be? What should be our goals and objectives for this component of the vocational progrm?
3. What information do we need to understand this situation? Will this situation change in the future?
4. What can be accomplished, considering the limitations of existing capabilites, school policies, and administrative guidelines?
5. What should we recommend to the teacher, to the administrator, and to the board of education (trustees)?

DYNAMICS OF COMMITTEE INTERPERSONAL RELATIONS

The typical advisory committee progresses through the following stages of personal relationships:

1. Getting acquainted;
2. Identifying the values which each member holds;
3. Testing the expressed values of individuals and negotiating a set of group values;
4. Working together using the group's consensus about values and objectives; and
5. Committee renewal.

GOOD INFORMATION MAKES FOR GOOD RECOMMENDATIONS

Some keys to managing information:

1. **Instructors and Program Administrators:**

   a. Anticipate information needs and have it available when the need for it arises;

   b. Provide related information that the district has which will help committee members understand and solve the problem;

   c. Be prepared to suggest ways that committees can obtain the information needed, and work with committees as necessary; and

   d. Explain clearly, but follow district guidelines that may limit use of district data.

2. **Members:**

   a. Speak up! Make available to the committee what knowledge and expertise you have;

   b. Identify sources of information outside the district that would be helpful; and

   c. Discuss and evaluate carefully with other members the available information.

DUTIES OF THE CHAIRPERSON

1. Preside over meetings, opening and closing on time;
2. Keep the discussion concise and relevant to the issue being considered;
3. Make the transitions and discussion summations needed to facilitate the committee coming to a decision;
4. Organize and appoint committee and work assignments within the committee;
5. Develop, with the vocational program representatives and other committee officers, the meeting agendas; and
6. Represent the committee at official functions and meetings.

MINUTES OF MEETINGS SHOULD INCLUDE

1. Name of committee;
2. Time, date and place of meeting;
3. Names of members in attendance and officer presiding;
4. Names and affiliations of guests attending;
5. Summation of reports and discussion;
6. Committee decisions and recommendations recorded accurately;
7. Date and place of next meeting; and
8. Time meeting adjourned.

CHAIRPERSON QUALIFICATIONS

1. Interest and willingness to work with the school representative on the agenda, meeting notices, minutes, dissemination, etc.;
2. Good discussion leader, allowing and encouraging viewpoints to be presented;
3. Ability to bring the committee discussion to a vote and make majority recommendations with respect for the viewpoints of others;
4. Respect of other members;
5. Served at least one year (if possible) on the committee and knows its purpose and function; and
6. Ability and willingness to make appearances before school authorities and/or in public to explain and justify committee recommendations.

WRITTEN MATERIALS

The instructional staff can provide materials to help advisory committee members function more effectively.

1. Advisory committee notebook.
2. Advisory committee brochures.
3. Members' handbook.
4. Copies of the curriculum and course descriptions and, when requested, a syllabus of individual courses.
5. Newsletter.

REPORTING THE RESULTS OF COMMITTEE RECOMMENDATIONS

1. The recommendation with accompanying information and needed rationale should be made a part of the minutes of the meeting.

2. The school board or administration decide the action to be taken on the committee's recommendation.

3. When the action is decided, all committee members are informed immediately that either:

   a. The suggestion was accepted as recommended;

   b. The suggestion was accepted with modification and explanation; or

   c. The suggestion was declined, with explanation.

4. At the next advisory committee meeting, the action is reported and discussion is held to evaluate what happened as a result of the committee recommendations, and what should be done as a next step.

DEVELOPING A PROGRAM OF WORK

1. Define major goals;
2. Define the individuals or groups to be involved;
3. Choose leaders for each activity of the program of work;
4. Assign specific tasks with time goals for completion and description of how each activity will be accomplished; and
5. Follow-through.

WHAT? **HOW?** **WHY?**

WHERE? **WHO?** **WHEN?**

FUNCTIONS OF ADVISORY COMMITTEES AS PROGRAM OF WORK ACTIVITIES

1. Determining Needs for Occupational Training;
2. Advising on Curriculum Content;
3. Reviewing Equipment Facilities, and Resources;
4. Identifying Available Community Resources;
5. Promoting Cooperative Work Experience and the Vocational Student Organization as Components of the Program;
6. Encouraging Student Career Guidance and Job Placement Activities;
7. Assisting with Student Follow-up and Employer Satisfaction Surveys;
8. Participating in Program Evaluation;
9. Being involved in Public Relations as an Advocate for Vocational Education Programs;
10. Acting as an Agent of Change to Increase the Relevance of the Program; and
11. Communicating and Coordinating with Other Agencies Providing Occupational Training.

TECHNICAL ASSISTANCE ACTIVITIES:

1. Mandates, regulations, guidelines;
2. Compliance Monitoring;
3. Financial Support;
4. Pre-service Education of Teachers and Administrators;
5. In-service Education of Teachers and Administrators;
6. Technical Assistance on specific needs to groups;
7. Technical Assistance to Individuals on-site (field services);
8. Research and Development;
9. Disseminate Information;
10. Evaluation of the advisory process;
11. Developing Technical Assistance Materials; and
12. Provide role models.

THE LOCAL ADVISORY COMMITTEE IS IN A UNIQUE POSITION TO FOSTER NEEDED PARTNERSHIPS, BY:

1. Identifying needs that could be met through formalized partnerships;
2. Promoting the opportunities such partnerships present;
3. Advising administors and business managers on the techniques and processes used to establish partnerships;
4. Monitoring and evaluating partnership activities, making recommendations when apropriate; and
5. Participating as members on advisory boards to such partnerships.

THE TYPES OF POSSIBLE COOPERATIVE PROJECTS USING A PARTNERSHIP ARE UNLIMITED

1. Training at the job site;
2. Bringing industry people into the school as short-term instructors;
3. Loaning equipment to the vocational program;
4. Conducting short-term, intensive trianing;
5. Combining and offering classes to in-school and adult students; and
6. Offering classes outside the traditional school time.

STATE ADVISORY COMMITTEE FUNCTIONS

1. Examine the "big picture" of the industry and the training programs serving it;
2. Validate the adequacy of the curriculum in the programs offered, suggesting modifications as needed;
3. Develop involvement of others providing program area training as part of a coordinating effort to meet needs;
4. Lead in the effort to involve community people in the educational process;
5. Develop the trust level needed for good communication between program specialists and industry;
6. Advocate needed vocational education programs, working to build legislative support and funding;
7. Build partnerships of business, industry and labor with education; and
8. Assist with program evaluation.

ORGANIZATIONAL MODEL PRECEPTS

1. Operate one occupational advisory committee for each cluster area (14 committees)
2. Membership shall include representatives from business, industry, and labor, with representatives of education in the minority.
3. Sponsorship of the state program advisory committee should be by both the Oregon Department of Education, Division of Vocational Education and by Oregon State University (and other appropriate teacher education institutions).
4. The Committee should develop formal communications linkages to appropriate educational agencies.
5. Specialists assigned as staff to the state-level advisory committee make special plans for improving the advising process of the committee.

THE INDIVIDUALS IN THE ADVISORY PROCESS

POLICY MAKERS — District Boards of Education, College Trustees

Set policies, authorize use of advisory groups. Receives recommendations from advisory council and acts upon the policy issues (accepts/rejects).

ADMINISTRATORS — Superintendents, Principals, Presidents, and Deans

Presents to board policy issues and recommendations. Carries out policy through administrative action, acts or delegates authority/responsibility for activities involving advisory groups.

PROGRAM MANAGER — Vocational Director, Coordinators, Department Chairpersons

Supervises program operation and advisory council utilization. Facilitiates, monitors, coordiantes, communicates.

PROGRAM INSTRUCTORS — Teachers, Cluster Coordinators

Organizes and sustains advisory committee. Implements recommendations and policy decisions when appropriately approved.

COMMITTEE MEMBERS AND OFFICERS

Each commits time to attending meetings. Reveiws, discusses, evaluates, and assists, as consensus develops on recommendations.

SUPPORT GROUPS — 1) Regional Coordinators of Career and Vocational Education, 2) Teacher Educators, 3) State Dept. Staff, 4) State Advisory Council for Career and Vocational Education, and 5) State level program advisory committees.

Provide technical assistance to and monitor performance of advisory committees.

TECHNICAL ASSISTANCE MATRIX

Agency/Activities/Level of Responsibilities

Levels of Responsibility

I = Primary/Initiator
II = Shared
III = Cooperate/Assist
IV = Aware/support idealogically
V = No Involvement

Activities	Oregon Dept. of Education	Oregon State University	Regional Coordinators	State Advisory Council for Career and Vocational Ed.	Other Key Advocate Groups	Other Colleges Universities
1. Mandates, regulations, requirements, guidelines	I	III	II	III	IV	III
2. Compliance monitoring	I	III	II	IV	IV	III
3. Financial Support	II	II	I III	III	V	III
4. Pre-service Ed. Teachers Administrators	III	I	III	IV	V	II
5. In-service Ed. Teachers Administrators	II	II	II	II	II	II
6. Technical assistance on specific needs/groups workshops, regional meetings	II	III	I	III	IV	III
7. Technical assistance to individuals/onsite field services	II	II	I	III	IV	III
8. Research and development	II	I	III	II	IV	II
9. Disseminate information	I	II	II	II	III	II
10. Evaluation of the Advisory Process	I	III	II	II	IV	III
11. Developing Technical Assistance materials	I	II	III	II	III	IV
12. Provide role model	II	II	II	I	IV	II

Agency

SAMPLE PROGRAM OF WORK

Goal	Person/Group Responsible	Proposed Activities	Target Date	Accomplishments	Problems and/or Questions	Future Directions
(What)	(Who)	(How, where)	(When)	(Why)		
Review manpower needs and employment opportunities in the community.	Instructor	Contact regional coordinator to get latest OPPS information for region.	Dec. 15	Collection of data showing manpower needs, employment opportunities.		
		Review program application.	X			
	Jack Bossman	Organize a telephone survey of businesses in occupation in area.	X			
	Sam Workman	Contact local office for data they may have.	X	Review will show if data is sufficient for program planning.		
	Betty Teamster	Contact union and training providers in area.	X			
	Mary Chairman	Monitor data collected, arrange to meet instructor, plan January mtg.				

Options for providing Technical Assistance to Local Advisory Committees:

1. **Written Materials** — **Manual**
   — **Handout Booklet**
   — **Pamphlets**
2. **Assist with regional workshops**
   a. General orientation — new members
      — Group maintenance and development
   b. Leadership development
   c. Specific problem workshops
      i.e. — Program of Work
      — Evaluation of Training Programs
   d. Planned sequence of specific workshops over a multiple year projection
3. **Joint meetings with ODE, other agencies**
4. **Recognition dinners/workshops**
5. **Newsletter to local advisory committees**

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